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Learning Christ for Character

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Editor's Note. In this article the fine spiritual character of the teacher's work is revealed. Here religion is being slowly but surely transmuted and changed into life. The Incarnation is a continuing fact: sons and daughters of men become the sons and daughters of God.

AT the end of the first semester the religion class in question — juniors and seniors in high school — had made a retreat. They had been led along the highway of spiritual romance by an enthusiastic retreat-master. They came out of it with that fine spiritual buoyancy that is consequent upon a well-made retreat. They wanted to capture it and hold it, and in their religion classes they tried to find ways and means of becoming more and more Christlike. It was the Christlike character alone, they decided, that knew what real happiness, what pure joy meant.

Each class was opened with the prayer: "Learning Christ."

Teach me, my Lord, to be sweet and gentle in all the events of life —

in disappointments,
in the thoughtlessness of others,
in the insincerity of those I trusted,
in the unfaithfulness of those on whom I relied.

Let me put myself aside

to think of the happiness of others,
to hide my little pains and heartaches,
so that I may be the only one to suffer from them.

Teach me to profit by the suffering that comes across my path.

Let me so use it that it may mellow me,
not harden nor embitter me;
that it may make me patient, not irritable;
that it may make me broad in my forgiveness,
not narrow, haughty, and overbearing.

May no one be less good for having come within my influence,

no one less pure, less true, less kind, less noble
for having been a fellow traveler in our journey toward

ETERNAL LIFE.

As I go my rounds from one distraction to another,
let me whisper from time to time
a word of love to Thee.

May my life be spent in the supernatural,
full of power for good,
strong in its purpose of sanctity.

The class discussion had brought out the fact that "with desolation is all the land made desolate, because there is no one that thinketh in his heart." The reason we are not more Christlike is not because we do not want to be, but because we do not think.

The first step, therefore, was to get busy thinking in order that the right attitude of mind be aroused. The topic proposed was: Prove, from practical experience, that to live a Christlike life is synonymous with purest joy. The results were as various as the characters in the class.

A practical, matter-of-fact junior gave the result of her thought in two illustrations. "Trying to build a Christlike character and living a Christlike life is synonymous with the purest joy. This world knows many so-called joys, momentary pleasures, but the purest of joy is that which can be looked back to again and again, and every time give joy by the mere remembrance of it.

"It does not take a person with a Christlike character to get joy or fun out of ridiculing another person. In fact, a person who is Christlike is the only person who could not be amused by this. Fun at the expense of another person is never joy. But it is by aiding a fellow man that pure joy is obtained — pure joy for the giver and the receiver.

"I have never felt a keener joy or satisfaction than when I did a kindness for someone, something that was really hard for me to do. I think this was because I can still look back to these occasions and get a thrill of joy at the remembrance. For instance: My grandmother gets the greatest pleasure out of a certain card game. The game in itself is boring enough, but when played with an elderly person who thinks slowly and ponders long before each play, it is more than boring. Many a night I played simply because I knew grandmother would be lost and lonesome without her game of cards. After such an evening, begun perhaps with reluctance, but ended with joyful willingness, I experienced true joy. I felt like a Simon of Cyrene,

who accepted the cross grudgingly, but found that the very carrying of it became a source of joy. On a few occasions when I refused to play cards, I did perhaps succeed in getting some momentary pleasure, but I surely did not feel I had done anything Christlike — I felt mean and small and selfish, not a happy feeling to carry about."

One of the irrepressible type, a girl who enjoys poetry and has a keen and sympathetic understanding of the finest in literature, but who also keenly relishes doing things deliberately reckless and willful, regardless of consequences, gives the result of her self-analysis in truly characteristic fashion.

"Now, pure joy! Maybe we need a definition of terms to bring ourselves to a true realization of what pure joy really consists. *Pure* means without stain or blemish, perfect. And *joy* — who can define it? Webster merely says that it is a pleasurable feeling or emotion caused by a sense of well-being, success, or good fortune. That is true in a way, but real joy is so much, much more; it must be pure and holy to be joy at all.

"One reads and talks about the way to heaven being a rough and steep and stony road that 'stretches broad and far.' But when one stops to consider, real pure joy is gained when we do something hard, something we know it is our duty to do, even though we do not want to, why then, the road to heaven is one of perfect joy.

"For instance, there was a girl at this school, a wild piece [herself] who just hated to do dishes. She actually preferred scrubbing floors to cleaning plates. Well, one fine day the penalty of washing dishes fell to this dish hater. The person who assigned the penalty casually remarked that even dishes might be made a source of pure joy. Well, this wild piece puzzled her empty head about this pure-joy business, and thought to herself, 'Well, there must be something in it, otherwise perfectly sane people would not wax ecstatic over it.' She found what was in it when one day there were gravy bowls of every size and shape and description. (May I here remark in parentheses that gravy bowls, especially plaited ones, are the most difficult things washable.) And this little lady? She had to wash them, and wash she did. While she washed she discovered something . . . her spirits soared way beyond the realm of gravy bowls, to the beauty of duty, and beauty gives pleasure, and there she had it, the secret of 'pure joy.' So there: Pure joy consists in doing the most hateful task with the cheeriest of spirits. For would you dare to say that you are even beginning to build a Christlike character if you balked at difficulties, at unpleasant duties? It becomes a veritable game of high romance, this adventure of pure joy. Try it!"

A third, a thoughtful, spiritual type, happy and wholly lacking in self-consciousness of the fineness and strength of her character, worked out the results of her analysis in the form of a meditation, with a picture to hold the imagination, a thought to satisfy the intellect, and then a turning over of the thoughts in a way to move the will to act.

"*First Prelude:* Picture St. Francis of Assisi standing with his arms outstretched, his face aglow with great joy, singing his *Canticle of the Sun* as the morning sun arises.

"*Second Prelude:* My God and my All; My God and my All — that is the thought that must run through my whole life.

"*First Point:* The sun is rising. There stands St.

Francis, his eyes bright with tears of joy, his whole frame is atremble with love for the Creator. Oh, what a picture for me to bear in mind — Francis of Assisi, the most Christlike of saints! On seeing Francis, the sun seems to smile, the birds seem to sing sweeter, they fly to him, rest on his old brown habit, even Brother Wolf condescends to come to the gentle, Christlike saint.

"What is there in this gentle man, so poor, and yet so rich, so sad and yet so joyful? He is barefooted, and clad in a coarse cloak of worn material; he is poor in the goods of this world, but oh! what a wealth of things spiritual there is in his life!

"At times St. Francis is cold and hungry and perhaps even in great pain, but he smiles through it all: every bit of suffering makes him more Christlike, and brings him closer to Christ, and that is **PURE JOY**.

"*Second Point:* Dear God, I am not worthy to suffer as Francis did for you, but I can do my bit. Now in Lent as I make the Stations of the Cross I realize more and more how heavy that great cross must have been. I want to help carry that cross; I want to give up some of my selfish little pleasures, little comforts for Thee, as Francis did. I want to bend my will to Thine. I want to suffer for Thee — but please, God, do not send it all at once. Give me a little more each year so that before long I may be able to carry great weight with great joy — joy because I am helping You. And when I help You, I am doing the things You do, and that is being Christlike, isn't it? And then when I come to die, what a happy eternity ahead — to enjoy the Purest Joy with Brother Francis forever.

"*Spiritual Bouquet:* My God and my All, all for Thee with Pure Joy."

Most of the papers on Christlike living seemed to be the result of real thought, and back of the thought there seemed the earnest effort to want to live up to Christlike ideals. But one meditation does not make a saint, nor does one meditation even foster the habit of thinking in terms of Christlike principles. Character building is a slow process, a life process. After reading a number of papers, however, and after several class discussions on Christlike living, an attitude of mind was created: living a Christlike life brings with it the purest joy of high romance, the romance of eternity.

With this attitude as a starting point, the class discussion centered about, "What did Christ do when a child, a young man, in public life? How did He meet success, how failure? What was His attitude toward the sinners, toward the unreasonable, toward little children, hypocritical Pharisees, toward friend and enemy? Illustrations were searched for in the Gospels, exact quotations brought to bear on the illustration. The discussion ended by the adoption and memorizing of the quotation from St. Augustine as a slogan:

Our hearts were made for Thee, O Lord,
And restless must they be,
Until, O Lord, this grace accord,
That they may rest in Thee.

The ejaculation for the week was also from St. Augustine: "Let me know Thee, O Lord, let me know myself."

Finally, each member of the class pledged herself: "I promise upon my honor to imitate the youthful Christ. Who grew in wisdom, stature, and grace before God and

man. For this purpose, I will endeavor earnestly to perfect myself spiritually, intellectually, and socially."

All this was merely preliminary. Just how to begin at the real work, and where? The American Press devoted an entire issue of its publication, *The Catholic Mind*, to the topic: "Helps to Self-Knowledge." It contained the following chapters: "Putting Order into Our Lives; Diagnosis of Character; How Humble Am I? A Lesson from a River." Each student had a copy.

The types of character, as outlined in the pamphlet, were first studied in the abstract, and practical remedies suggested, as the proud person, the touchy person, the person who is all heart, the person who is all head, etc., as outlined in the pamphlet.

The students were then asked to spend five or ten minutes in the chapel in careful self-examination before the next class, trying to answer candidly some of the questions in the opening chapter of the pamphlet, "What impression have I created about myself at home? What has been thrown into my teeth by my enemies, or by any other person in moments of excitement and irritation, etc.?" The object was to discover just one fault that seemed to cause friction between each individual and her fellow beings, and to try to find a remedy by meditating upon one of the Stations of the Cross. Students were permitted to hand in their papers with or without name, giving them all possible freedom, but written work was insisted on to insure that the students *would think* about their faults and *think clearly* and *practically*. Insistence was always placed on the positive side of character building: Pay most attention to the virtue to be practiced, how to beautify, to build up character.

A proud, quick-tempered student made the following confession: "The thing that has caused most of my trouble, both with my teachers and my fellow-students, is my stubborn temper and sarcastic tongue. I don't want to be, but I just can't stand to be criticized, and then I get huffy." Her meditation on the first station revealed a recognition of her own fault; a loving appreciation of the Christlike quality of patience and meekness, and the desire to measure her conduct by the standard of Christ. One meditation, of course, did not cure. But it did start a train of thoughts that may, eventually, lead to Christlike conduct. Her train of thoughts was marshaled out in the form of a meditation.

"*First Prelude:* A picture of the Gentle Christ, calm and dignified and silent, upon the balcony; the horrible, shouting mob below.

"*Second Prelude:* Meek and gentle Jesus, make my heart like unto Thine.

"Ah, Jesus, I can now see You, tied and bound like a common street thief, led up to Herod. The mob is wild with excitement; they are eager, too eager to throw slander and cutting remarks. Herod before this sneering mob accuses You of being a false pretender, Who is preaching that He is God. You ARE God! Herod's remark only excites that herd of humanity the more; they scream and yell, 'Crucify Him.'

"Oh, how it must have hurt and torn Your gentle Heart to hear this from the people You loved; You, the only Person Who had any right to defend Yourself; You, the most innocent of victims stood silent. You gave us the most beautiful example of patience.

"What an ugly picture I must make to my friends when

my temper gets the better of me, when my tongue gives vent to cutting remarks. Why can't I keep this picture fresh in my mind always — You, sweet Jesus, patient and meek and silent when others accuse You.

"This picture has never really meant much to me, but I begin, just a little, to realize how much there is lacking to make my character a truly Christlike one.

"Jesus meek and humble of heart, make my heart like unto Thine."

Having recognized a definite fault, meditated upon the opposite, Christlike virtue, and decided upon a definite practice, the next step was to find a poem or quotation which concisely stated the student's ideal.

A "touchy" person chose one from Rev. J. J. Spalding: "A great soul is above all praise or dispraise of men."

An impulsive one, given to saying things that often had sad consequences, took the verse:

First thoughts are brilliant,
Second thoughts are wise:
He who runs on impulse
Rarely gains a prize.

One who became easily discouraged and embittered and stubborn when crossed, chose a prayer:

PRAYER BEFORE BATTLE

Lord, in this hour of tumult,
Lord, in this night of fears,
Keep open, Lord, keep open,
My eyes, my ears.

Not blindly, not in hatred,
Lord, let me do my part.
Keep open, Lord, keep open,
My mind, my heart.

After having meditated, prayed, and crystallized their ideal in the form of a quotation, the next step in habit formation was to act on the resolutions formed in the meditations.

A system of spiritual bookkeeping was begun — a little notebook in which successes and failures were recorded. And again, that there might not be the danger of making a record for record's sake, a record slip (typewritten) was handed in without name.

One whose fault was listed as "Being irritable with a certain person who delights in irritating me," recorded twenty failures for one week against eighteen successes, with the remark tacked on, "Just a little deficit, but watch next week!"

Meditations were continued; discussions of faults and contrary virtues were based on both the writings of spiritual authors and on the practical school-girl experiences of everyday life.

The project was continued throughout Lent. But as already stated, any one acquainted with the development and growth of the spiritual life, knows that character growth is slow, and that one Lenten season can do little more than drop a seed into the fertile soil of an adolescent soul, and who knows, mayhap the seed will sprout and blossom and bear the fruit of a truly Christlike character.

A prayer from *Little Canticles of Love*, by Augusta Thompson, was chosen to conclude the class periods:

Sometimes I wonder, dearest Lord, if any creature needs Thee as I need Thee — if any other can be as weak, as vacil-

lating, as vain, as self-complacent, as selfish? I am full of faults, which I can see—and of many more, perhaps, which I see not. Often I almost despair in that, being what I am, I seem eternally unable to attain to Thee—and yet, it is the very consciousness of my own weakness that causes me to

see Thee perpetually. Grant that I may always be aware of this weakness, Lord, since it is this awareness that impels me toward Thee: Wait not upon my desires! Take possession of me, dearest Lord, although I struggle against this. Heed not in me that which I am, but what I long to be.

Developing Geography

Discernment *Sister Julia, S.S.N.D.*

WHILE the activities carried on are social, their nature must be geographic. "All activities of man," says Branom, "are fundamentally geographic, and there is a geographic viewpoint for every subject and for every topic."¹ While teaching her subject content the geography teacher at the same time aims to give the child this geographic viewpoint of life. We have called it "discernment"; that is, an understanding sympathy for things geographic. Familiarly, it is known as the geography "sense" or "feeling." It is a keen appetite for anything in the child's experience that savors of geography. Continually on the alert to sense the geographic background in the daily events that are making history, newspapers, magazines, and weeklies take on a new meaning. Geography for him becomes all-embracing. Besides including simple facts of astronomy, geology, botany, zoology, history, and civics, it reaches out into art, literature, and religion. Everything from an arterial-highway sign to *The Daily News* warning of a new comet, will make its geographic appeal. This "feeling" is contagious. The day her pupils have become inoculated with it, the teacher can congratulate herself that she has gone a long way toward creating right attitudes toward school-work in general, and toward geography and life in particular.

A child who spends a year or more under the influence of a teacher keenly alert to matters geographic, and among members of a group who have caught the "geography sense" from their teacher, will inevitably have his capacities in geography stimulated relatively more than his impulses in arithmetic or spelling, which might have been awakened in another environment. Save as he takes an interest in things geographic and gains certain attitudes toward them, he is "out of it"; it is impossible for him to share in the life of that group.

To cultivate the "geography feeling," as we have called this attitude of discernment, contact with things geographic is fundamental. The child's mental and emotional dispositions will develop this kind of mind-set, insofar as he is engaged in geographic activities that will arouse and strengthen the impulses of a genuine interest, respect, and love for geographical things.

These impulses deliberately aroused in the child by the geography teacher will result in the desired attitude by giving him, first of all, a deeper and clearer knowledge of the subject matter. How can the teacher set about to awaken these impulses and instincts? This is something that is very hard to explain. It is like interpreting method;

after all, the "how to do these things" lies in the personality of every individual teacher.

Because the geography content is world-wide and at the same time concrete, the teacher can find numberless angles of approach that will awaken the interests of all children. And by making this approach a little different every day she will keep the children's interest on the *qui vive*. The expectant attitude of, "I wonder what she is going to do next," will arouse attention, interest, and effort, and these bring real learning. A child who realizes that he is accomplishing something in geography is interested, and one who is interested, loves it.

One thing the geography teacher must keep in mind to cultivate the "geography sense" through knowledge, is that the child must get in direct touch with nature. How inconsistent it is to teach the wonders of cloud, soil and rock, flower and plant without seeing them or touching them! How many children read about the North Star and Orion in their geographies, but how few have felt the thrill of measuring with the naked eye the awful distance from our small earth to the Great Giant in the sky! A few lessons on the wonders of the November or Christmas sky will give the child an experience about which he will meditate many a time in later years when knowledge of the wonders of nature will perhaps increase the feeling of respect and reverence for the Great Maker of it all.

Many topics, such as weathering, soil, rocks, minerals, erosion, forms of water, clouds, wind, sky, hills and valleys, the teacher can handle most effectively if she takes her group into the great outdoors. "Unless the trip is planned with care," says Holtz, "and executed with promptness, firmness, and common sense, and with its purpose always in mind, it is apt to turn into a 'lark.'"² He suggests that the presentation of the outdoor lesson be less formal than in school, but that it follow in general the same practice. The pupils should be led to see things for themselves, and to think about them. Questions and directions by the teacher should guide the observation and reasoning, but the children should be allowed to contribute whatever they can. After the trip the field lesson should be reviewed, amplified in the classroom, and application be made of what was thus learned.³

The ability to apply his knowledge of geography principles to new situations is the best proof that the child has acquired some degree of geographic discernment. The case with which he can make his knowledge function depends upon the number of associations that the child has

¹Branom, Mendel E. and Fred, *The Teaching of Geography*, p. 19.

²Holtz, F. L., *Principles and Methods of Teaching Geography*, p. 42.

³Adapted from Holtz, F. L., *Principles and Methods of Teaching Geography*, pp. 42, 43.

with any fact, and the more experience he has in handling that fact.

Some ten years ago a pamphlet on Egyptian life was distributed throughout the northwest in which it was stated that fourteen million Egyptians engaged in agriculture were using the crudest implements. A local manufacturer in this part of the United States stirred by this revelation of a real need, sent a cargo of fine American spades to Cairo. What was his chagrin when he discovered that the barefooted Egyptians could not use the American spade with the metal top! "This is a typical tendency," says Brown, "to treat foreign trade as if its conditions were similar to those in the United States."⁴

This manufacturer, of course, should have investigated the Egyptian conditions and market before he launched this business proposition, and his elementary education in geography should have given him the facts and taught him how to make the investigation. "To build up an international point of view," says Miss Martin, "students must be taught how other people live; taught facts concerning the resources of foreign peoples, something of their character, their hopes, and ideals. We do not know how to vote on questions of international policy, yet such questions arise continually."⁵

Lost Opportunities

As a natural science, geography offers many opportunities for the enrichment of recreational life. The world of nature has ever been a source of interest and wonder to the race. But school practice in the past has associated "science" with material thoroughly robbed of all its vitality. Laboratories are not mediums for research and discovery, but places where children learn to handle apparatus and get scientific knowledge handed out to them all ready prepared in neatly wrapped packages. Upon this state of affairs Chapman and Counts say:

It is therefore nothing short of tragedy that increase in knowledge should in the hands of teachers become an obstacle to the development of an appreciation of the stars and the planets, the seas and the rivers, the mountains and the valleys, the plains and the forests, the soil and the rocks, the animals and the plants, and all the wonders of natural creation. By unimaginative instruction the romance, the poetry, and the mystery of this stupendous achievement in matter and energy, and of man's fascinating adventure within it, have been destroyed.⁶

Has a boy or girl ever brought you, teacher of geography, a genuine curiosity, perhaps, a lump of ore, an Indian arrowhead, or a miniature bale of cotton, only to find it next day in the class museum without even a comment being made upon it, or probably on the teacher's desk for a week or two until the interest in arrowheads gave way to something new? A tardy recognition is a lost opportunity.

If the teaching of geography is to be successful, it must rekindle the interest out of which geography itself sprang. Every normal child without any interference from his elders willingly devotes hours of his leisure to natural science. Yet when the teacher of geography wishes to secure his attention to it, she is forced to resort to the most artificial motivation. It is time that we deal in

geography with active occupations which give us opportunities for scientific study and, at the same time, are taken from the daily life of the child.

Every step forward in geography as a social science shows that social problems are capable of being intelligently coped with only in the degree in which we employ the method of natural science; namely, collecting and organizing data, forming hypotheses, and testing them in action. The newest methods of dealing with such difficult problems as the conservation of our natural resources, city planning, the Mississippi floods, and improved highways of trade and travel illustrate the dependence of our social concerns upon the methods of natural science.

It is time to overthrow the all-too-common methods of demanding pupils to memorize definitions for "plateaus" and "alluvial fans" without any conception of their meaning, or to give topics on "islands," "deltas" and "river systems" without ever being aware that these phenomena exist in the schoolyard in miniature form on a rainy day. As long as the main ideal in the teaching of geography is the acquisition of mere information so long the joy in finding the "Why" and "How" of things will be unknown, so long the habit of inquiry, and the scientific attitude toward invention, discovery, and research will be ignored.

The habits of effective thinking which the teacher of geography hopes to develop as an outcome of the scientific method also stimulates the power of judgment. This power of weighing evidence, and of reasoning in the interpretation of the subject matter, in order to reach a decision, "expresses the very heart of thinking."

The scientific attitude of mind might be thought quite useless in children, but such is not the case. The child's native and unspoiled attitude emphasized by an ardent curiosity, fertile imagination, and love of experimental inquiry comes very close to the attitude of the scientific mind. "The attitude of childhood is naïve, wondering, experimental, for the world of man and nature is so new."⁷ The scientific method in the teaching of geography will help to preserve and perfect this attitude, and in this way cut a path straight through to the level reached by the race today. This method is one of experimentation; one that has faith in progress and is ever alert to the possibilities of the future.

Man's scientific knowledge of geography in all its various phases, developed out of the fundamental problems of life. Astronomy, for example, grew out of the needs of navigation and agriculture, both of which needed a record of the passage of time. Modern industrial geography is almost entirely the result of applied science. The trolley, the telegraph, the electric light, the radio, the vitaphone, with all their revolutionary results for social life, are the fruits of science.

Using Originality

These facts are full of significance for the teacher of geography. In her field the scientific situation is the problem. Development in the process of reasoning consists mainly in getting a problem before the class, and extracting a solution. Often a pupil claims to be entirely ignorant of a certain question when he really possesses abundant experience from which to get a solution. This attempt to stimulate a pupil to use his own resources is actually

⁴Brown, R. M., *Objectives in the Teaching of Geography*, N.E.A. (1922), Vol. LX, p. 1066.

⁵Martin, M. C., "Geography in the Junior High School," *Journal of Geography*, Vol. XXV, No. 7, p. 253.

⁶Chapman and Counts, *Principles of Education*, p. 323.

⁷Dewey, John, *How We Think*, p. 156.

the Socratic method. It aims directly for that attitude which will find a way out of any difficulty. We call it originality.

Sometimes the teacher may use the problem method in the form of the discussion and developmental methods. For instance, in solving the problem, "To what is the leadership of the United States in farming due," the students themselves try to find out the facts that will help in solving the problem, determine their hearing upon it, then accept or reject data according as it is helpful or useless for a solution. If the problem method is well used, power to weigh values, to unify and organize ideas, and to do some real reflective thinking will result as a matter of course.⁸ "The development of the judgment," says Henderson, "is in proportion to the clearness with which one is able to make his way in the midst of the suggestions of error toward that which can be trusted."⁹ But it is not necessary for the teacher to let the child flounder along without help till judgment comes. By offering typical experiences in the geography class and in cultivating the power toward generalization, the teacher is fostering a practice which lies at the foundation of all criticism. "Getting the child into the attitude of generalization," says Henderson, "is to do what Socrates tried to do for the Greeks, to establish a definite starting point from which criticism can proceed logically without the confusion that mere reference to the concrete is bound to involve."¹⁰

When the problem seems on the road to solution, it is important that the teacher develop a cautious and critical attitude by training the child to suspend his judgment and maintain an attitude of open-mindedness. Henderson asserts that so long as the child's judgment is very poor he will not see its advantage. "Increase its efficacy, and the child will be overwhelmingly convinced of its need."¹¹

All unsolved problems bring forth conjecture, make men speculate in terms of related knowledge and experience, cause conclusions and judgments to be formed. Until the problems are solved and facts established, these tentative answers will constitute the latest thought on the subject. The important thing to do with children in handling such problems is to make them sure of the facts they use and to make them differentiate between hypothetical conclusions and verified conclusions, between opinions and facts. Habits of careless thinking and snap judgment will be the result if teachers are not watchful.¹²

The problems at the command of the geography teacher are legion. Current events, history, civics, sociology, economics, hygiene, religion, art, literature—all are rich in problems with a geographic viewpoint. In geography all these realms of knowledge unite, for "in it is found the unity of all sciences."¹³

Many problems in geography that are vital issues today may be settled next year; therefore, teachers with a vision will keep alive to the problems of the day and acquire ability to recognize those which have potentialities for geography study. "This is a dynamic subject which loses vitality if not kept up to date."¹⁴

The problem, however, must be a problem for the pupil,

not one for the teacher only. The starting point must be something that perplexes or challenges the mind—a question plus a doubt. Sutherland asserts that the solution of a geographical problem should necessitate the interpretation of maps, charts, and graphs; the reading and sifting of selected articles in newspapers and periodicals; the comparison of statements in texts and reference books; and the selection of a "consensus of opinion."¹⁵

In practical affairs, the child will frequently meet occasions for solving problems which present themselves, or which he himself discovers. A business manager solves scores of problems every day when he reads his mail or answers the inquiries of customers or employees. One of the greatest elements of success in executive work is the ability to decide judiciously and rapidly, the problems that daily present themselves.

SOUL OF EDUCATION

"Education is not a commercial commodity. The soul of education is the education of the soul. An education which does not teach the man of tomorrow his own individual, personal, and inescapable accountability to his Creator for all that he does or fails to do, in all that regards his own and his neighbor's life, has deprived the citizen of tomorrow of the one thing above all he needs to learn and the world about him needs to have him know.

"We shout about our rights in America, but we like to pick and choose our duties or pass them on to others. Duty means responsibility, and we shirk or disown it when we can. And why? Man cannot place responsibility upon man which man cannot unshoulder. Only a higher Power can do that. Only the Creator can enforce His own law."

* * *

"The worst effect of the existing depression is not merely the ruinous wrecking of fortunes but the lack and loss of moral forces which might well be expected to withstand the material results of the depression.

"We have gone far astray educationally and we have been long at it. The only thing for us to do is to get off the switch, back on to the main track and then start straight ahead. America should know now and willingly admit that the soul of education is the education of the soul. Prejudice may deny it; faddism may condemn it; selfish interests may spurn it, but America cannot long survive a persistent and practical denial of the fact." — Rev. Albert C. Fox, S.J.

A CHARACTER CURRICULUM

The curriculum of the future will be adapted to do three specific things which, in my opinion, are for the moment forgotten. It will contain means of teaching every student that self-control is an acquired attainment, that "fuzzy" thinking is a slovenly habit, and that ideas are not easily attained. It is the veriest nonsense to believe that the adolescent's meager contacts suffice to produce the proper forms of self-control which present-day civilization ought to demand. And every high-school student, regardless of where he is going, should realize that slipshod thinking is as uncouth as not brushing one's teeth or not combing one's hair. Along with the notion that ideas are not easily attained, students need to learn that easy thoughts usually have been thought for us by someone else; and that ideas, whether obtained easily or with great effort, must be examined carefully with respect to their origin, their authenticity, and their accuracy. — C. S. Yoakum.

¹⁵Sutherland, W. J., *The Teaching of Geography*, p. 140.

⁸Avent, J. E., *Beginning Teaching*, p. 115.

⁹Henderson, E. N., *A Text-Book in the Principles of Education*, p. 267.

¹⁰*Ibid.*, p. 267.

¹¹Henderson, E. N., *A Text-Book in the Principles of Education*, p. 267.

¹²*Maryland School Bulletin*, "Tentative Goals in Geography," Vol. IX, No. 4, Issued by State Department of Education, Baltimore, Md. (Jan., 1928), p. 138.

¹³Dewey, John, *School and Society*, p. 16.

¹⁴Goldsborough, A. S., quoted in the Tentative Report of the Committee on High-School Geography of the National Council of Geography. *Journal of Geography*, Vol. 26, p. 209.

The Poster in the Schoolroom

Alfred G. Pelikan

THE most effective use of the poster in the schoolroom is undoubtedly obtained when the children make their own posters. To the classroom teacher without special art training this may immediately appear to offer great difficulties, but with the use of properly graded and organized reference material this difficulty is minimized to a considerable extent.

Children are influenced by example. This example may be the behavior of the teacher, the skill of a gifted fellow student, or the display of a well-planned piece of work. With this in mind, a number of typical school posters are herewith reproduced and are intended to help stimulate other students to the point where they wish to create their own posters and at the same time to furnish them with sufficient guidance to enable them to carry out their own ideas without undue discouragement due to a lack of knowledge.

A good way to explain the function of a poster to a group of students is to make a comparison between a letter and a telegram. The letter is read leisurely and may describe in detail events and happenings without regard to the need for absolute brevity and simplicity. The telegram, because of the cost involved, demands that ideas

be expressed tersely, explicitly, and tellingly. This is exactly what must happen in a good poster.

Since color and a picture has more attraction value than lettering (particularly with children) the main part of the poster should be the picture and the color. From a practical and economical point of view, the poster which tells its story with the least number of colors is the most desirable, as each additional printing of a color increases the cost. While this may at first appear a handicap, it is often a decided advantage in that it forces the student to a practical consideration of a good poster, which is simplicity.

In dealing with younger children who are not able to produce individual posters, a community poster may be planned in which all the children participate and learn to work as a group under the guidance of the teacher.

History, geography, reading, word study, or in fact any school subject may gain in interest by occasionally making it the subject for a poster. Not infrequently students are able to express themselves more adequately in pictorial form than by the spoken word or in writing, while travel, people, sports, etc., may also be depicted most tellingly; one of the greatest values of the poster in the schools is



Children's Posters — The Health Poster was made in the seventh grade, the Flower Poster in the second grade



Children's Posters — The Iceland Poster was made in the fifth grade, the Steel Poster in the seventh grade

to convey an idea dealing with personal habits or behavior. Students, like adults, do not like to be preached to, yet the idea of cleanliness, honesty, health, respect for property, home ownership, civic pride, safety, etc., are factors which enter into school life. A few well-illustrated posters with a telling slogan written by the students themselves will have more effect than a great deal of talk on the part of the teacher, or the principal.

In order to maintain interest and to assure variety, it is necessary that posters, like notices on bulletin boards, be displayed properly and changed frequently. There is hardly an event in school life whether it be athletics, a parent-teacher meeting, a debate, an exhibition, a bazaar, a play, an election, or what not, which cannot be brought to the attention of the children most effectively through the medium of the poster.

In developing ideas for a poster in the classroom, it is desirable that the students be given the opportunity and encouraged to express their own ideas. Good slogans and lettered descriptive text of an original and unhackneyed nature often result when the class has been stimulated to think in terms of its own particular needs. Reference material should be judiciously chosen and even more judiciously used. It should, as far as possible, have some educational value as well as artistic possibilities. Magazines rich in illustration, such as the *National Geographic Magazine*, *Nature Magazine*, *Travel*, *School Arts*, etc., furnish excellent material to utilize in the making of posters as do also some of the illustrated textbooks used by the students.

Cut paper is one of the best mediums with which to make preliminary layouts for posters or even to use entirely where paint is not so readily available or, in the lower grades, where paint as a medium may be too difficult to handle.

Some of the essentials of a good poster are:

1. *It must attract attention.* This may be done by the judicious use of color, by contrast of values, or by an original idea.

2. *It should impress itself on the memory of the observer.* In commercial use, it is intended to create a desire to buy or own. In school use, the main intention is that it convey a thought-provoking idea or message, or that it show the result of some original investigation in the field of history, literature, social science, etc.

3. *It should have carrying power.* The posters made by the children should be placed on the board and viewed from the back of the room.

4. *Posters must be legible.* Ornamental and tricky lettering should be avoided. We are accustomed to reading from left to right on a horizontal line; therefore, lettering on a diagonal or curved line should be avoided.

5. *The lettering and handling should be consistent with the subject matter.* It should have unity or harmony. A light, delicate letter would be used for delicate pictorial matter, while a heavy letter is used with the more vigorous type of subject matter. The lettering, drawing, and color effect for a floral poster should be more delicate than the lettering, drawing, and color effect of a poster for a football game.

6. *Either the lettering or pictorial matter should predominate.* The lettering and the picture should not be of equal importance (variety).

7. A poster must hold together. There should not be many small scattered items. The lettering should be compact and legible while the pictorial matter should also form a related unit.

8. *A poster should show strong contrast of values.* A dark background with a light field or a light background with a dark field.

9. *The background should be less brilliant (intense) than the subject which is shown against the background.*

When paint is used, the following points should be considered:

Use of Show-Card Colors

1. Stir the paint with an orange stick before using. The pigment settles slightly to the bottom when the paint stands for some time.

2. If the paint is used from the top it may be too thin; if from the bottom only, it may be too thick. After stirring the paint, try it on a separate piece of paper to test for the proper consistency.

3. See that the first color is dry before attempting to paint over it with another color. Children will find it hard to observe this rule until they have learned from experience the results of its neglect.

4. When mixing colors, drip or pour the colors to be mixed into a clean, separate dish or jar. Do not put the brush from one jar of color into the other.

5. Keep the colors flat and opaque.

The value of good posters as a means of arousing interest and of graphically conveying certain ideas cannot be overestimated. Every teacher and every school should utilize the poster as a teaching medium and as a means to arouse interest in a given subject through the active participation of the students.

Ite Ad Joseph

Sister M. A. Merici, S.S.N.D.

Editor's Note. Here is presented rich curriculum material for various grade levels on the study of St. Joseph. It indicates what might be done on various subjects in the curriculum. The cooperation of several teachers could produce even a richer content. Community supervisors might arrange to collect the material for a grade in this way and then make it the basis of study. We are planning to publish at frequent intervals collections of poems on other topics similar to the one made in this paper.

Go to Joseph, and do all that he shall say to you. — Gen. xli. 55.

THE above words were addressed by Pharaoh to the people of Egypt, who were suffering from the great famine which had come into their land. As had been foretold by Joseph, the son of Jacob, who had been sold by his brothers into Egyptian slavery, seven years of fruitfulness and abundance were to be followed by seven years of famine and want. This prophecy of Joseph was an interpretation of the king's dreams concerning the seven fat kine and the seven full ears of corn, which were devoured by seven lean kine and seven thin and blighted ears of corn.

Everything happened as Joseph had foretold. The seven years of plenty came, and were followed by as many years of unproductiveness. During this time of scarcity the people of Egypt came to Pharaoh begging for bread. But Pharaoh sent them to Joseph, saying: "Go to Joseph, and do all that he shall say to you." Because Joseph was a wise and virtuous man, the king had appointed him ruler over Egypt, and had commanded that the people honor and respect him. During the years of scarcity and depression, Joseph was willing and able to help his suffering fellow men; for, during the time of plenty he had every year stored up the surplus of grain and fruits of the earth. Thus it was that he merited the title, Savior of his People.

Present Economic Conditions

The world today is facing a similar situation. A time of depression and want has come, not only in one country, but over the entire world. The question which confronts

all men is: "How can the various problems which have resulted from this general economic depression best be solved?" Countless agencies are at work, offering suggestions, and devising plans to improve prevailing conditions. To the Church as well as to the State the situation has become one of deep concern, and both are endeavoring to aid those in distress. The great Law of Charity obliges every individual to contribute his share in order to bring relief. Those who are not in a position to offer material help, can offer the spiritual alms of prayer.

The Teacher's Part

Perhaps no one is better able to realize the baneful consequences of the present situation than the teacher, who daily comes in contact with children of families that are directly affected by the economic condition of the country. Some of these little ones are deprived of the very necessities of life; others are exposed to the demoralizing influences which often result from circumstances such as the present crisis has brought about. The teacher, therefore, is in a position which urges her to do something toward the improvement of conditions, and offers her sufficient opportunities to do so, provided she possesses a sympathetic understanding, and practical initiative. She can offer material aid by inducing those who are in better circumstances to share their abundance with the needy. Children, if unspoiled, are sympathetic and generous, and will gladly help those who are in want.

Above all, however, the teacher can make use of a spiritual factor, which will result not only in the alleviation of actual suffering and the provision for actual needs, but will also aid in removing the causes which bring about situations like the present one. This factor is prayer — earnest, fervent prayer for Divine assistance; prayer to the Almighty Himself, Who shapes the destinies of all His creatures, and prayer to the friends of God, whose intercession with Him is more powerful than our own.

Recourse to St. Joseph

As of old, Pharaoh told his people to go to the Egyptian Joseph, so the Church advises her children in their various needs to go to St. Joseph, the spouse of Mary and foster father of Christ. In this time of general distress and suffering, teachers might advise their children to implore the assistance of this dear saint, who himself was well acquainted with temporal need while here on earth. "Go to Joseph, and do all that he shall say to you." These words imply that it is not sufficient to pray to St. Joseph, but that we must do all that he tells us — not in words, but by the example of his holy life.

The practice of devotion to the foster father of Jesus, especially during the month of March, might be recommended to the children in our schools, as a special means for obtaining Divine assistance in the present world-wide crisis. The combined efforts of thousands of innocent children ought to produce the desired effect. To make this devotion practical, and consequently to make it a vital factor in the lives of the children, it should be presented to them in such a way that it not only appeals to them here and now, but that it will become part of their spiritual life, and they will continue to practice it when school days will be but a memory to them.

St. Joseph's Power

With the exception of Our Blessed Mother, there is no other saint so powerful with God as the foster father of His Divine Son. Concerning his power, St. Teresa, the great Spanish saint, says:

God gives to other saints the power of assisting us in such and such a want; but the glorious St. Joseph, I know from experience, has power over all. Our Lord is glad to hear us through him; for as in this land of exile He was subject to him, and recognized in him His guardian and foster father, so it pleases Him to do his will in heaven also, by listening to all his requests.

Knowing from long experience the extraordinary influence of St. Joseph with God, I would like to persuade everyone to honor him with a particular devotion. Hitherto I have always seen persons who had for him a true devotion, supported by good works, make progress in virtue, for this heavenly protector favors in a striking manner the advancement of those who recommend themselves to him. For several years I have asked for some particular favor on his feast day, and I have always seen my desires accomplished. . . . I conjure by the love of God, those who may not believe this, to give it a trial; they will find by experience of what advantage it is to recommend themselves to this glorious patriarch, and to honor him with a particular homage. Persons devoted to prayer, above all, shall come to love him with a filial tenderness.

If, then, we wish to succeed in all our efforts and undertakings, and especially in obtaining help from above in this present world-wide calamity, we need only have recourse to St. Joseph. He is called by Holy Mother Church the Safeguard of Christian Families. He will not, therefore, turn a deaf ear to the supplications made to him by the members of families who strive to model their daily life according to the ideal exemplified by the Holy Family at Nazareth.

Teachers may be assured that if their children learn to practice and to love devotion to St. Joseph during their early years of life, they will continue this devotion in later years. If they have experienced his power in the solution of their little problems of life, they will all the more

readily ask St. Joseph's assistance when greater and more difficult problems will confront them. Furthermore, the example of the little ones will encourage the parents to "go to Joseph," especially in times of difficulties and needs.

The following passage taken from *The Young Girl's Book of Piety*, may help to arouse enthusiasm for this devotion in the hearts of the children:

If you are at a loss to know what graces to ask of St. Joseph, says a pious author, let me cite for you what passed in a certain school:

The pupils used every day of the month to place at the foot of the statue of St. Joseph a basket of notes in which they had written their prayers and desires. At the end of the month they were all filled with joy, which they expressed with a charming simplicity, crying out: "I have obtained the conversion I asked for; I have obtained the cure of my dear mother; all my examination papers are well done; I have obtained what I asked, to have no doubt or uneasiness about my vocation; I was troubled with a temptation, and was able to conquer it; I have just heard that my father, for whom I prayed to St. Joseph, has escaped a great danger; I was bad tempered before, and now I love everyone and am never angry." We should not finish here, if we would cite all the pious and grateful words of these dear children.

The Month of St. Joseph

The month of March has been dedicated by Holy Mother Church to St. Joseph. Teachers will find this an opportune time for instilling devotion to this dear saint into the hearts of their pupils. St. Joseph is the special protector of children, for they remind him of the Child Jesus, to Whom he devoted his life. If we wish to have our children remain innocent, we should intrust them to the care of good St. Joseph, and teach them how to work, to pray, and even to recreate under his loving protection.

One of the characteristics of true devotion to Christ or to His saints, is the endeavor to imitate their virtues. An effective method, therefore, in teaching devotion to the foster father of Jesus, is the daily proposal for imitation of one of the many virtues of St. Joseph. Little reflections and practices based on the invocations of the Litany of St. Joseph might be suggested for this purpose, such as the following:

1. *Illustrious Scion of David.* St. Joseph, conscious of the nobility of this title, endeavored so to live that his conduct was always in conformity with the dignity of his royal lineage. We are children of God, brothers and sisters of Christ. Do we strive to bear these titles worthily? We can do so by avoiding all that would reflect dishonor on our Heavenly Father, and by endeavoring to become more like unto Christ from day to day.

2. *Light of Patriarchs.* As a patriarch, St. Joseph was foreshadowed in the Old Law by Joseph of Egypt. Both were banished to the pagan land of Egypt, through the machinations of the wicked, and both served as a light to the Gentiles. The son of Jacob stands out among the patriarchs of the Old Testament, and the son of David transcends in faith and holiness the patriarchs or early saints of the New Law. By our good example we, too, can be a light that guides aright our fellow men on their journey through life.

3. *Spouse of the Mother of God.* Chosen by God to be the Spouse of His own most Holy Mother, St. Joseph loved Mary with a tender, devoted love, and faithfully fulfilled all the obligations incumbent upon him in this privileged capacity.

He realized that visibly he held the place of the Immaculate Mother's invisible Spouse, the Holy Ghost. St. Joseph loved Mary because of her virtues, and because she was the Mother of Jesus. Have we not the same reasons for loving that dear Immaculate Mother?

4. *Chaste Guardian of the Virgin.* Among the chosen ones of God, none was more fit or more worthy to guard the virginal Mother of God, than St. Joseph. St. Thomas says that St. Joseph's espousals with Mary were ordained by God in order that the Son of God might be begotten and reared within the sacred bonds of marriage. Joseph freely consented to Mary's virginity, and pledged his own virginal chastity to her. "St. Joseph, watch over us, and guard us from all dangers that may threaten us in body and soul."

Head of the Family

5. *Foster Father of the Son of God.* To St. Joseph, as the foster father of the Redeemer, was given the privilege to labor for the God-man, to clothe Him, to shelter Him, and to protect and guard Him during the years of His holy infancy, childhood, and youth. St. Joseph performed his sacred duties with the utmost love and fidelity. There were times, no doubt, when the simple word "Father," falling from the adorable lips of Jesus, caused St. Joseph to fall prostrate before Him, and to adore Him as his God. Since we are the redeemed of Christ, St. Joseph also loves us with the tenderness of a devoted father, and he will gladly let us share in the benefits and the blessings of his paternity, if we confidently ask him to do so. He loves to be called "Father," and cannot refuse our requests, if we address him with the sweet name of "Father."

6. *Diligent Defender of Christ.* St. Joseph never left Jesus, Whom the Heavenly Father had intrusted to him. He watched over the Holy Child, and defended Him against dangers and persecutions, as is clearly manifest in the Flight into Egypt. Jesus seemed so little and so weak, hiding the splendor of His majesty and wisdom under the simple appearance of childhood. St. Joseph will also defend us against the enemies of our salvation, if we recommend ourselves to his care with childlike trust and confidence. We should make this a daily practice.

7. *Head of the Holy Family.* What a happy and holy home was that in Nazareth! Joseph toiling for the welfare of Jesus and Mary, seeking to fulfill their every desire, providing for all their needs, watching over them with the most tender care and solicitude. In return, he received the love and reverence of his Immaculate Spouse and his Foster Son, Who in all things were subject to him. In imitation of St. Joseph, we, too, can make life pleasant and happy for those about us, both at home and in our social intercourse with others.

8. *Joseph Most Just.* St. Joseph was perfectly and completely just in his dealings with others. He gave to each man his due, deceived no one, was not influenced by egotism or selfishness, but was careful to render to all whatever charity prompted him to offer. Do we observe the rules of justice laid down by God in our dealings with our neighbor? Do we not commit many little acts of injustice as we journey through life? Joseph, most just, pray for us, and help us to acquire the habit of giving to all whatever we owe them, according to the laws of justice and charity.

Personal Virtues

9. *Joseph Most Chaste.* St. Joseph is usually represented bearing in his hand a snow-white lily, the symbol of his inviolate chastity. It is a pious belief that, like the Precursor, he was purified from original sin before his birth, because the

Almighty has destined him to be the guardian of His Incarnate Son and His Immaculate Virgin Mother. This stupendous privilege inspired St. Joseph with an ardent zeal to protect and preserve his innocence until death. If we ask St. Joseph, he will help us to triumph over all temptations which are dangerous to purity.

10. *Joseph Most Prudent.* Prudence is not opposed to simplicity and uprightness, but is rather the fruit of these virtues. St. Joseph did not open his mind and heart to everyone. He observed, reflected, and prayed before he disclosed his thoughts or plans to others, and never acted hastily. Even though he knew that Divine Providence protected him and watched over him, because of his guardianship of Jesus and Mary, nevertheless, he did not unnecessarily expose himself to danger. We should endeavor to imitate the prudence of St. Joseph in the choice of our friends and confidants, and in avoiding dangers of soul and body.

11. *Joseph Most Valiant.* Jesus did not exempt His foster father from suffering and tribulations. But in all his sorrows and trials Joseph displayed a brave and valiant soul. Although deep anguish wrung his kind and tender heart, whenever he reflected on the shadow of Calvary, which was to fall over the life of Jesus and Mary, his courage never failed him, and he bore all with a smile about his lips. Sorrow and suffering must necessarily cast their shadows upon our path of life. St. Joseph teaches us how to accept with courage and resignation whatever God ordains should befall us.

12. *Joseph Most Obedient.* In the life of St. Joseph, obedience was one of the outstanding virtues. He was obedient to Cæsar Augustus, who called him to Bethlehem at the cost of great inconvenience to himself, and great weariness and pain to his Virgin Spouse. He was obedient to the angel, who sent him an exile into Egypt; again, he was promptly obedient when the angel commanded him to return to his own country. The thought that he was doing God's holy will rendered obedience sweet to him. We are not asked to do the hard things St. Joseph was asked to do, and yet we often fail to practice this necessary and important virtue. We should resolve to imitate St. Joseph, and when obedience seems trying or difficult, to say with him, "It is God's will."

Devotion to Duty

13. *Joseph Most Faithful.* St. Joseph was most faithful in coöperating with the grace of God, and in fulfilling the duties imposed upon him by Almighty God. Often this fidelity caused him great trouble and sacrifice, but the thought of the nobility and grandeur of the office intrusted to him, helped him ever to act from a sense of duty. The Lord requires of us fidelity to His inspirations of grace, as well as faithfulness in the discharge of our daily duties. Are we always faithful in the fulfillment of our obligations? In the future let us take St. Joseph as our model.

14. *Mirror of Patience.* The life of St. Joseph with its daily round of monotonous toil and wearisome labor, required a deal of patience and constancy. St. Joseph practiced a most wonderful patience, and uncomplainingly devoted long hours each day to his fatiguing work. How hard we find it at times to preserve a sweet patience when our work becomes tiresome, or we are annoyed by various circumstances, which are distasteful to our human nature. The example of St. Joseph could encourage us to acquire the habit of being patient in the varying conditions and circumstances of life. St. Joseph, help us.

Patron of Workers

15. *Lover of Poverty.* The most abject poverty prevented St. Joseph from providing for Jesus and Mary the comforts

and conveniences with which his loving heart longed to surround them. But he never complained. He realized that God willed him to be poor in the goods of this world, in order that he might be freed from the cares and worries which riches bring with them. He loved any circumstance or position in which Divine Providence placed him. We should learn from this great saint to be satisfied with the position God has destined for us, and if we ever feel the pressure of want or poverty, we should confidently trust that God will provide for us our "daily bread."

16. *Model of Workers.* St. Joseph worked with a will, for he was aware that the law of labor is incumbent on all men. He was happy to work for Jesus and Mary, and to toil in the sweat of his brow that thus he might do his part in the Economy of Salvation. We, too, may work for Jesus and Mary, and for the salvation of souls. This we can do by making the good intention, and by working diligently at whatever tasks may be assigned to us.

17. *Ornament of Domestic Life.* The domestic life of the Holy Family was rendered happier and holier by the fervor and devotedness of St. Joseph, who lived to please Jesus and Mary. He thought less of the work that fell to his lot than of how to sanctify it. He rejoiced to be able to work for those intrusted to his care, and he sought to make home life pleasant and delightful. We have, perhaps, seen this same devotedness exemplified in a kind father, or a loving mother, who were ever intent on making our home life conformable to that of the Holy Family. What can we do that we might be considered an ornament of our domestic life?

Just Before God and Man

18. *Guardian of Virgins.* St. Joseph was chosen by God Himself to be the Guardian of the Immaculate Virgin Mary, and because of this prerogative, virgins may confidently call upon him for protection and guidance. He is the lover of purity and virginity, and is happy to protect all who recommend the safeguarding of these sacred treasures to him. Let us pray for all who have consecrated their virginity to God, and ask St. Joseph to obtain for us the grace to serve the Lord with a spotless mind, a pure heart, and a chaste body.

19. *Safeguard of Families.* St. Joseph is a powerful protector of Christian families. While on earth he was not only concerned about the welfare and happiness of his own dear Family, but was interested also in the joys and sorrows of his neighbors. He helped and protected all who were in need of help and protection, and his loving concern about the Christian family of today is not less than it was in the days of his earthly career. Let us daily recommend our own dear families to the protection of good St. Joseph, the great helper in all need.

20. *Consolation of the Poor.* St. Joseph himself was poor in earthly possessions, but he always found it possible to bestow an alms upon those who were living in poverty. After a day's weary labor, he found time for a little additional work for the poor. The poor loved him, and found great consolation in his kindness and generosity. If we have much, we should give much; if we have but little, we should gladly share with others the little we possess. Everything we give to the poor is lent to Heaven, and will be returned to us a hundredfold.

Helper of the Sick

21. *Hope of the Sick.* There are sad days in the life of everyone, and among the saddest are those when sickness afflicts us. It is then that we need the inspiration of hope. St. Joseph, ever ready to come to the assistance of the afflicted, is invoked by Holy Mother Church as the Hope of

the Sick. When we are ill, therefore, let us have recourse to St. Joseph, and our hearts will be filled with the spirit of hope and confidence that God will do for us whatever is best for the welfare of both body and soul.

22. *Patron of the Dying.* To obtain for us the grace of a happy death, is the most important service St. Joseph can render us. There is no other moment in life upon which so much depends as upon the last moment of our sojourn here below. It is then that we need a friend, and St. Joseph has been destined by God to be this friend, and to assist us at that all-important moment. He himself experienced the sweetest and most peaceful death, since he had the joy of dying in the arms of Jesus and Mary. If often during life we ask St. Joseph to assist us in our last agony, we may confidently hope that ours, too, will be a happy death.

23. *Terror of Demons.* His intimate union with the Son of God during life, in death, and after death, made St. Joseph a most powerful opponent of Satan and his adherents, who fear anyone who is closely united with God. For this reason St. Joseph is a powerful helper in temptation. Let us, therefore, have recourse to this dear saint in every temptation. He will fight with us and for us against the enemies of our salvation, and will help us gain the victory.

24. *Protector of Holy Church.* As St. Joseph protected our Lord in His infancy and childhood, so he now protects His Holy Church against those who persecute her. Other saints have been chosen to be the patron or protector of the Church in this or that country; but St. Joseph has been honored by being proclaimed patron and protector of the Universal Church. As members of our Holy Church let us daily pray: St. Joseph our Guide, protect us and the Holy Church.

These little practices will be sufficient for the number of school days during the month of March. Since they are based on the invocations of the Litany of St. Joseph, they might prove an additional incentive for the daily recitation of this litany.

Patron of Vocations

There comes a time in the life of every individual, when the question of the future becomes an all-absorbing problem. The soul is perplexed and uncertain as to what it is to do, or rather what the Lord, Who has marked out the path of life for each of His children, desires it to do.

At this crisis, fervent prayer to St. Joseph will prove an effectual means for obtaining counsel and assistance. St. Joseph himself was troubled and perplexed when he was about to be espoused to Mary. "But while he thought on these things, the angel of the Lord appeared to him in sleep saying: Joseph, son of David, fear not to take unto thee Mary, thy wife" (Matt. i. 20).

No vocation can compare with that of St. Joseph in sublimity and dignity. Joseph, as the foster father of the Son of God, participated in a very special way in the work of man's redemption. And since it is precisely our salvation that is to be considered in the choice of a vocation, St. Joseph's counsel and assistance in this matter cannot be overestimated.

Since there is a great scarcity of priests and religious in the Church today, prayer to St. Joseph for vocations should be encouraged. Because the duties of the priest in relation to the Divine Child resembles those of St. Joseph to his Foster Son, this dear saint has been called the special patron of the sacred priesthood. As patron and

protector of the Universal Church, he is, above all, concerned about those who represent his Foster Son in the exercise of the sacred ministry.

Numerous instances might be mentioned of the marvelous manner in which St. Joseph has aided aspirants to the priesthood: in their studies, at their examinations, or in times of illness. For poor students St. Joseph has often sought out benefactors; others, he has delivered from doubts regarding their vocation. Many students possessing but little talent, and whose success was despaired of, made satisfactory progress in their studies, after placing themselves under the special protection of St. Joseph. Later they became excellent priests, for, through the intercession of their glorious protector, the blessing of God rested upon their labors. Consequently, many seminaries and institutions for the education of youth have been placed under the protection of St. Joseph.—*Tabernacle and Purgatory*, March, 1918.

Devotions to St. Joseph

Seven Sundays of St. Joseph

In order to promote devotion to the sorrows and joys of St. Joseph, and to encourage the faithful to practice the devotion of the seven Sundays, Pope Pius IX, on February 1, 1847, granted a plenary indulgence, applicable to the poor souls in purgatory, to be gained on each Sunday, for any seven consecutive Sundays, to all who recite special prayers in honor of the sorrows and joys of St. Joseph.

As will be seen from the enumeration below, each of the seven great sorrows in the life of our Savior's foster father was succeeded by a corresponding joy.

Sorrows

1. The anguish of St. Joseph's heart, when in sore perplexity he felt inclined to put away his stainless spouse.
2. The pain St. Joseph experienced at seeing Jesus born in abject poverty.
3. The pain St. Joseph suffered at the circumcision of the Savior.
4. Simeon's prophecy of the coming woe of Jesus and Mary.
5. The flight into Egypt.
6. Fear of the tyrant Herod, when told to return from Egypt.
7. The loss of Jesus in the Temple.

Joys

1. St. Joseph's joy when the angel revealed to him the mystery of the Incarnation.
2. The harmony of the angel choirs, and the glory of the refulgent night of Christ's birth.
3. The bestowing of the name of Jesus.
4. The foretelling of the salvation and glorious resurrection of many in Israel.
5. Seeing the idols fall to the earth while journeying through Egypt.
6. Reassurance of the angel that no harm would befall Jesus.
7. The finding of Jesus in the Temple.

St. Joseph, model and patron of those who love the Sacred Heart, pray for us. (100 days' indulgence.)

Help us, Joseph, in our earthly strife; e'er to lead a pure and blameless life. (300 days' indulgence.)

St. Joseph, foster father of our Lord Jesus Christ, and true spouse of Mary, ever Virgin, pray for us. (300 days' indulgence.)

St. Joseph, our guide, protect us and the Holy Church. (50 days' indulgence.)

Jesus, Mary, Joseph. (Seven years and seven quarantines.)

St. Joseph, friend of the Sacred Heart of Jesus, pray for us. (300 days' indulgence.)

Memorare to St. Joseph

Remember, O most pure spouse of the ever-blessed Virgin Mary, my sweet protector, St. Joseph, that no one ever had recourse to thy protection, or implored thy aid, without obtaining relief. Confiding, therefore, in thy goodness, I come before thee, and humbly supplicate thee. Oh, despise not my petitions, foster father of the Redeemer, but graciously receive them. Amen. (300 days' indulgence.)

Consecration and Choice as Patron

O Blessed Joseph, faithful guardian of my Redeemer, Jesus Christ, protector of thy chaste spouse, the Virgin Mother of God, I choose thee this day to be my special patron and advocate, and I firmly resolve to honor thee all the days of my life. Therefore, I humbly beseech thee to receive me as thy client, to instruct me in every doubt, to comfort me in every affliction, to obtain for me, and for all, the knowledge and love of the Sacred Heart of Jesus, and finally to befriend and protect me at the hour of death. Amen.

Invocations for Each Day

Sunday: My dear St. Joseph, I beseech thee to obtain for me a contrite and humble heart, and great purity of soul and body.

Monday: Most glorious St. Joseph, pray for me that I may accomplish the will of God all the days of my life.

Tuesday: Jesus, Mary and Joseph, sweet objects of my love, in you, for you, and with you, may I live, suffer, and die.

Wednesday: Blessed St. Joseph, obtain for me the grace to lead a pure and holy life, ever secure under your patronage.

Thursday: My beloved St. Joseph, chaste spouse of the Immaculate Mary, intercede for me, that I may obtain pardon, mercy, and salvation.

Friday: Remember me, O merciful St. Joseph, and pray for me this day, and always, to Jesus, Who deigned to be called your Son, and who saved me by His Blood.

Saturday: O most noble Patriarch St. Joseph, through your intercession may the Blessed Virgin be propitious to me now and at the hour of my death. Amen.

Poems and Hymns of St. Joseph

A FAVOR

I've a favor, dear St. Joseph,
That I long to ask of thee,
And 'twill make me good and happy
If thou'lt grant it unto me.

Help me ever to remember
That God sees me all the time,
From the first faint dawn of morning
Till the evening Aves chime.

And that even in the darkness
Does the eye of God behold
All the thoughts and all the actions
Of each lamb of His great fold.

Thus I'm certain, dear St. Joseph,
And shall ever careful be
Not to have a thing about me
That our Lord would grieve to see.

TO ST. JOSEPH

St. Joseph, when the day was done,
And all your work put by,
You saw the stars come one by one,
Out in the violet sky.

You did not know the stars by name,
But there sat at your knee,
One Who had made the light and flame
And all things bright that be.

You heard with Him birds in the trees,
Twitter, "Good night" o'erhead,
The Maker of the world must see
His little ones to bed.

Then when the darkness settled round
To Him your prayers were said;
No wonder that your sleep was ground
The angels loved to tread.

—Father O'Donnell, C.S.C.

TO ST. JOSEPH

Great saint, thou, in a father's way,
Didst tend thy little Son,
And, smiling, watch His baby play
When each hard day was done.

His Hand in thine, He dared to walk,
And tender was thy pride;
But when He, lisping, tried to talk,
Thy tears thou couldst not hide.

His little prayers were childish, shy,
Till thou didst teach Him how
To speak to God enthroned on high,
Oh, wrapt in awe wert thou!

But, ah, poor saint, thy gentle breast
Ne'er knew the sweetest joy:
Thy strong, kind arms oft made His nest,
Our hearts enfold thy Boy!

—Florence Gilmore

ST. JOSEPH

There is no syllable he ever said
Stored for our happy hearing, not a word
Of him who helped to keep the Word, is heard
In the treasured accents of the holy dead
And unforgotten. By angels visited,
He hearkened, speaking not: his soul was stirred
As never man's as none his heart was spurred—
What could he say, that midnight, in the shed?

Great moments thronged his life: why, on a time,
Before the high priest, clad with his ephod,
A bride was for bestowal, none so sweet.

He saw the Mother of God: apart, sublime,
And mute, he stood, until his very rod
Broke into speech of lilies at her feet.

II

And yet I think I know one word he spoke,
I think I know the place, the very hour,
I know beneath what gently ministering power
The spikenard treasure of a lifetime broke,
Spilling its splendor, as waiting the last stroke
Of time's reprieve and folding like a flower
Tired hands, tired eyes, beside the Ivory Tower,
He left life's burden light, and its sweet yoke.

Evening was dawning dim on Nazareth
And Mary's hand lay lightly on his brow
Who rested in the arms of the Crucified.

He smiled on Mary, then with his last breath
"Jesus," he whispered, and the Savior now
Leaned down and kissed him. And St. Joseph died.
—Father O'Donnell

THE HOLY FAMILY

And the Child grew in wisdom's ken
And years, and grace with God and men;
And in His father's humble art
Took share and part.

"With toil," saith He, "my limbs are wet
Prefiguring the holy sweat;"
Ah! how He bears our chastisement
With sweet content.

At Joseph's bench, at Jesus' side,
The Mother sits, the Virgin-Bride;
Happy if she may cheer their hearts
With loving art.

O blessed Three! who felt the sting
Of want and toil and suffering,
Pity the needy and obscure
Lot of the poor.

Banish the "pride of life" from all
Whom ampler wealth and joys befall:
Be every heart with love repaid
That seeks your aid.

—Pope Leo XIII

MAN OF THE HOUSE

Joseph, honored from sea to sea,
This is your name that pleases me:
"Man of the House."

I see you rise at the dawn and light
The fire, and blow till the flame is bright.

I see you take the pitcher and carry
The deep-well water for Jesus and Mary.

You knead the corn for the bread so fine,
Gather them grapes from the hanging vine.

There are little Feet that are soft and slow,
Follow you whithersoever you go.

There's a little Face at your workshop door,
A little One sits down on your floor.

Holds His Hands for the shavings curled,
The soft little Hands that have made the world.

Mary calls you: the meal is ready;
You swing the Child to your shoulder steady.

I see your quaint smile as you sit
And watch the little Son thrive and eat.

The vine curls by the window space,
The wings of angels cover the Face.

Up in the rafters, polished and olden,
There's a dove that broods, and his wings are golden.

You who kept them through shine and storm,
A staff, a shelter kindly and warm.

Father of Jesus, husband of Mary,
Hold us, your lilies for sanctuary!

Joseph, honored from sea to sea,
Guard me mine and my own roof-tree,
"Man of the House."

—Katherine Tynan

ST. JOSEPH TO THE INFANT JESUS

Jesus! let me call Thee Son,
Since Thou dost call me father;
How I love Thee, sweetest One,
My God and my Son together!

As my God I Thee adore,
And as my Son embrace Thee:
Let me love Thee more and more,
And in my bosom place Thee.

Since Thy guardian I must be,
My treasure I will make Thee;
Do not Thou abandon me,
And I will ne'er forsake Thee.

All my love henceforth is Thine,
My very life I proffer;
And my heart no more is mine,
For all I am I offer.

Since to share Thy presence sweet,
To choose me here Thou deignest;
Shall we not in heaven meet,
Where Thou forever reignest?

—St. Alphonsus Liguori

ECCE HOMO

Dear was the face you bent above at evening
When sleep had veiled His eyes in Nazareth,
And dearer that face to your eyes closing
Soft in your sleep of death.

But, oh! St. Joseph, to us something fairer
This face, no line of which you would recall,
Whose awful beauty is, that there is in it
No comeliness at all.

—Father O'Donnell

HYMN TO ST. JOSEPH

There are many saints above
Who love us with true love,
Many angels ever nigh;
But Joseph, none there be,
Oh, none who love like thee!
Dearest of saints, be near us when we die!

Thou wert Guardian of our Lord,
Foster-Father of the Word,
Who in thine arms did lie;
If we, His brothers be,
We are foster-sons to thee.
Dearest of saints, be near us when we die!

Thou wert Mary's earthly Guide,
Forever at her side,
Oh, for her sake, hear our cry;
For we follow in thy way,
Loving Mary as we may,
Dearest of saints, be near us when we die!

Thou to Mary's virgin love
Wert the image of the Dove,
Who was her Spouse on high;
Bring us gifts from Him, dear saint,
Bring us comfort when we faint,
Dearest of saints, be near us when we die!

Thou wert a shadow thrown
From the Father's summit lone,
Over Mary's life to lie;
Oh, be thy shadow cast
O'er our present and our past.
Dearest of saints, be near us when we die!

Sadly, o'er the desert sand,
Into Egypt's darksome land,
As an exile didst thou fly;
And we are exiles, too,
With a world to travel through.
Dearest of saints, be near us when we die!

When thy gentle years were run,
On the bosom of thy Son,
Like an infant didst thou lie;
Oh, by thy happy death,
In that tranquil Nazareth,
Dearest of saints, be near us when we die!

—Father Faber

THE CARPENTER

He was a man of action,
Captain of industry,
And his soul was like a single pearl
Lost in the sea.

He was up and doing
By daylight and by dark,
And the sheltered veins within him
Sang like a lark.

He swung the adze, the hammer,
He paid the public tax,
And his heart burned like a candle
Virginal, of wax.

Coming home at evening
He had his loaf and wine,
And he saw in a young Child's eyes
All the stars shine.

He read in a Woman's face
The sum of love and beauty,
And all the while he went about
Doing his duty.

The shop he kept as carpenter
Was swept by seraphim,
Almost, the Son of God
Was lackey to him.

An eagle on Patmos
Soaring, saw and heard
The secret things that Joseph knew
Who never said a word.

Most blessed, baffling man,
History's one sphinx —
It must be Heaven is
What Joseph thinks.

—Father O'Donnell

ST. JOSEPH

All through his life what untold joy
To live with Mary and God's Boy!

At Bethlehem he often pressed
The Infant Jesus to his breast,

And looked into His dear God's eyes
And caught a glimpse of Paradise.

At Nazareth he saw each day
The young man Jesus work and pray.

Our Lady, in her garden small
Tend flowers, the fairest of them all.

And when death came with gentle hand
To summon him to Heaven's land,

He had our Lord and Lady nigh
To comfort, teach him how to die.

O Joseph, from your peace above,
Teach me the rules of your life's love.

That I, like you, may live and die,
And win Heaven's felicity.

—Charles J. Quirk, S.J.

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Art and Design in the Grades

Martin F. Gleason, Joliet, Illinois

VII. PRACTICAL COLOR EXERCISES

THIS material on color is meant for the children of the first six grades. As far as possible, theory is kept within their understanding. No attempt is made to explain everything that pertains to the subject. Just enough is given for the needs of those grades. An effort has been made also to use no terms beyond the comprehension of the children in mind. In every respect, to a reasonable degree, color is considered in the possible terms and thoughts of beginners in this phase of art.

The teacher should avoid too much technical and abstract discussion. Much practice in the production and application of color will bring about a development of color knowledge and a skill in technique. These two, color knowledge and technique, must always go together.

Leaving the scheme of values, which was treated in the preceding article, we come to combinations which need more careful consideration. One step in advance of the

use of color values is the use of related colors. Colors are related when they have in them a common basic color. For instance:

Blue and violet are related through the use of blue;

Red and violet are related through the use of red;

Yellow and green are related through the use of yellow; and so on, through the various mixtures which are possible.

Figure I illustrates the simplest theory of related colors, involving the use of primaries and secondaries. This is extensive enough for the grades under consideration.

A general observance of the use of color leads us to see that some colors are more aggressive than others; that is, some of them force themselves upon our vision more emphatically than others. This fact brings about a division into two classes — warm and cold colors. The warm colors are more aggressive than the cold, which we may say are retiring.

Orange is the standard for warmth of color. Nearness

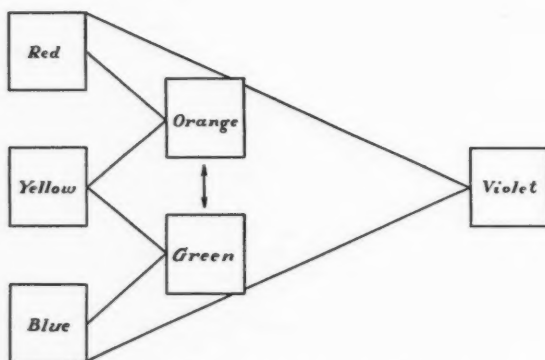


Fig. I. The simplest color relations combining primary to make secondary colors

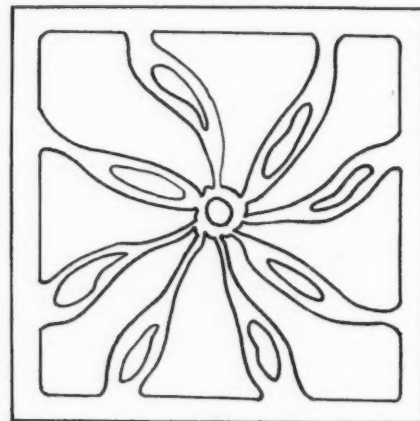


Fig. II. For distribution of warm and cold colors

of other colors to orange makes them warm. Red and yellow are warm, and variations of color derived from these are warm. Blue, the opposite of orange, is the standard for cold color. Nearness to blue makes colors more or less cold.

It is quite evident that a green may approach either the warm or the cold. A preponderance of yellow warms it, a preponderance of blue makes it colder. Violet may vary in the same way.

The use of warm and cold colors makes a color scheme interesting and attractive. When we begin to combine the two a new problem advances—that of proper distribution. Through distribution we bring about balance. Since warm colors are more aggressive there should be less of them than the cold. An investigation of flower and leaf masses in plant life reveals that nature takes care of distribution in just this way.

Just at this stage in the development of color study, it may be well to eliminate as far as possible anything which interferes with direct concentration on the points to be fixed. In order to facilitate the working out of the theory and give opportunity for drill in application duplicated forms may be used. One should understand that these are recommended solely for the purpose of furthering practice in color choice and technique—not to produce attractive results.

Figure II suggests a simple plan which may be used in lower grades. Figure III does the same for more advanced classes. The latter design is devised to permit the use of varied schemes.

The following activities may be carried out:

- I. Use cold color in large spaces; warm color in small spaces.
- II. Color large spaces with blue; small spaces with orange.
- III. Color with a pair of related colors; one cold, one warm.

Too much cannot be said in favor of encouraging, even demanding, a definite choice in color combinations. A few facts fixed now will at least lead children to see that color is not haphazard but definitely scientific. This in itself recommends the practice. Eradicate the notion that one's individual taste should be the only determinant in choosing color.

The color wheel is the surest and safest aid to success-

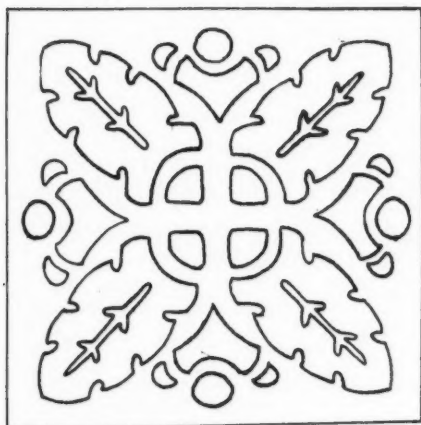


Fig. III. Distribution of warm and cold colors

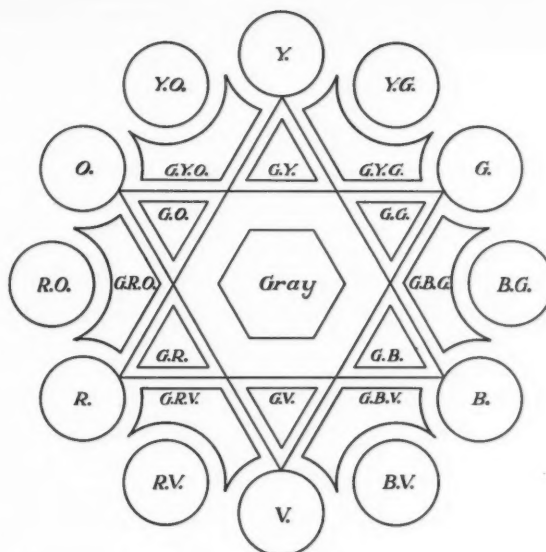


Fig. IV. The Color Wheel—Key: R = red; Y = yellow; B = blue; O = orange; G = green; V = violet. The first G in the 3-letter labels = gray. The triangles in the inner row of forms are of grayed color

ful color study. This is true because the wheel is scientifically founded. It is an arrangement of color variations according to their relation.

The color wheel is illustrated in Figure IV. A study of it reveals that the outside forms are filled with primary or secondary colors, or closely related variations of those colors. The variations come through using more of one ingredient than another which produces, for example, yellow-green, blue-green, red-orange, etc.

The practical use of this wheel may be illustrated by explaining a definite problem in color choosing:

Choose any two opposite colors, red and green, for instance. Previous statements told us that red is a warm color and green is cold. Further observation reveals that opposites are always of this nature. The use of any pair found in such relation is advisable and safe.

The wheel will in no way help in determining proportion of color. Something else, largely nature and good sense, must be our guide. We know, from previous study, that the warm color must be much smaller in mass than the cold.

The variations of color, found in the inner forms, combine in a much more refined way than do the stronger colors. The reason for this is quite obvious when we consider that these variations are less raw. Getting away from raw colors always helps combinations. Red-orange and blue-green is an illustration of this theory.

These colors located opposite each other are known as complements. The word *complement* is derived from *complete*. This is the theory of complementary colors. When yellow and blue are mixed, green is the result. Red with the colors in green (yellow and blue) "complete" the trio of primary colors. Study the color wheel for other illustrations of this theory.

After the theory of complements has been developed, new color schemes may be used in the duplicated forms. Such exercises as "Use blue-green and its complement" are suggested.

The process which makes possible the combining of

almost any group of colors is "graying." However, opposites with each other brings this about. If a grayed orange is desired, add a little of the opposite blue. When grayed blue-violet is our need, we add a touch of yellow-orange. One must experiment with the process in order to get just the right proportions. The form at the center of the wheel is gray, which comes from the mixing of just the proper amount of each of the primary colors.

The forms in the second row of the wheel are used for grayed colors corresponding to the outside row.

Graying colors subdues them — renders them less aggressive — therefore, more of the grayed warm colors may be used than the ungrayed without destroying balance.

A line across the wheel suggests several possibilities for safe combinations:

Two variations — red-orange and blue-green

Three variations — red-orange, gray, and blue-green

Four variations — red-orange, grayed red-orange, gray, and blue-green

Five variations — red-orange, grayed red-orange, gray, grayed blue-green, and blue-green

Any line may direct one's choice of combinations in the same way.

Teachers realize, of course, that the color wheel is not something to labor over and learn in a short time. It is largely reference material. Eventually, after using it for some time, children begin to carry it in mind. This should be the final outcome.

NOTE: The article for next month will tell how to make the development of the previous lessons function in the execution of a definite problem in art suited to the ability of children in the grade school.

St. Francis Solanus School

Quincy, Illinois

THE new St. Francis Solanus school and community center, at Quincy, Ill., was dedicated May 3, 1931, by Rt. Rev. James A. Griffin, D.D., bishop of Springfield. The illustration shows the front (north) view of the building which has been left, for the present, incomplete. Later, the old school building, on the west, will be torn down and the west wing of the new building extended, thus giving the structure a symmetrical appearance and providing a total of 16 classrooms besides various auxiliary rooms.

The section of the building now completed has cost approximately \$200,000. It contains 620,000 cu. ft., making the cost a little more than 32 cents per cubic foot.

The basement has, besides the boiler room, a rather complete set of rooms for parish activities — bowling alleys, dining room, kitchen, poolroom, meeting rooms, dressing rooms, and toilet rooms.

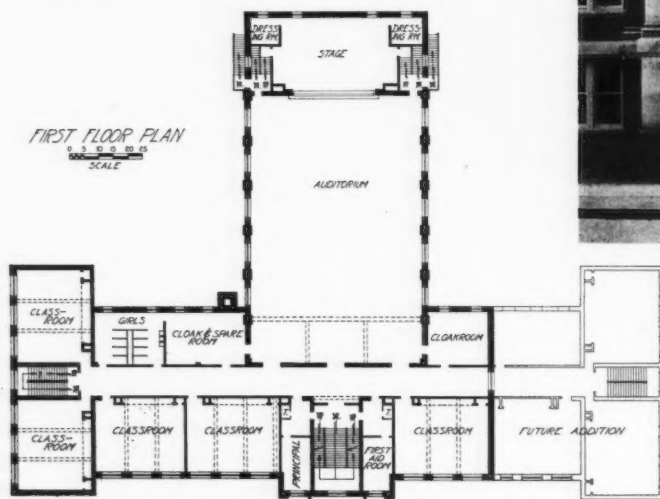
The first and second stories are identical in arrangement, each containing five classrooms, office, first-aid room, cloakroom, etc. The auditorium, two stories high, is 60 by 90 ft., with a seating capacity of 1,000.

The building was designed by Rev. Aemilian Zum-

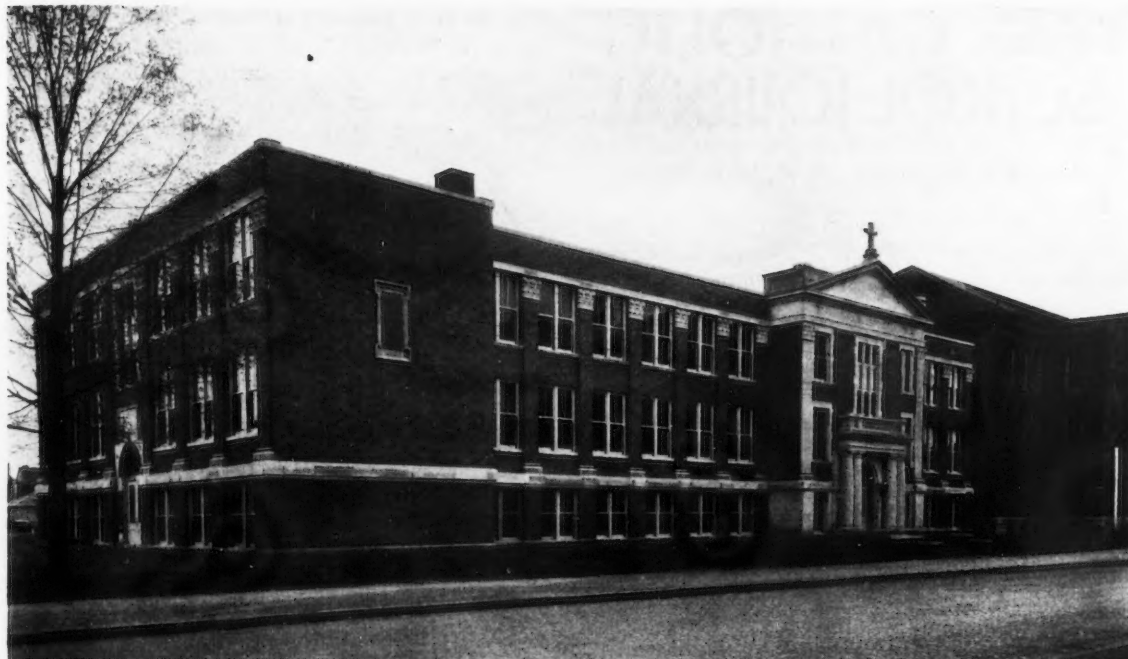
keller, O.F.M. The pastor of St. Francis Solanus Church, Rev. Optatus Loeffler, O.F.M., has charge of the largest parish in the Springfield (Illinois) diocese — about 750 families.



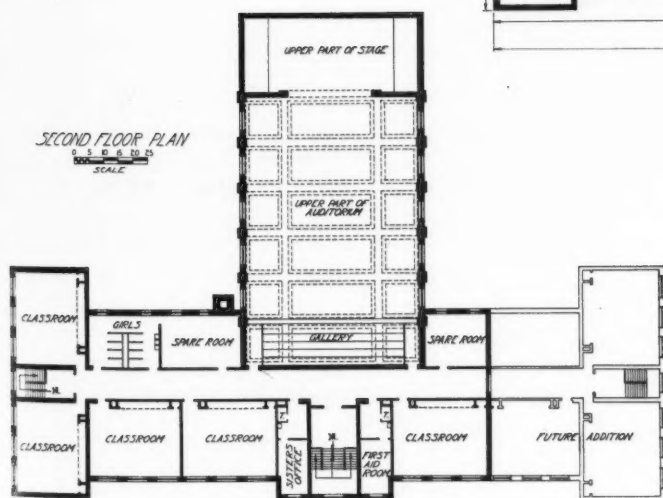
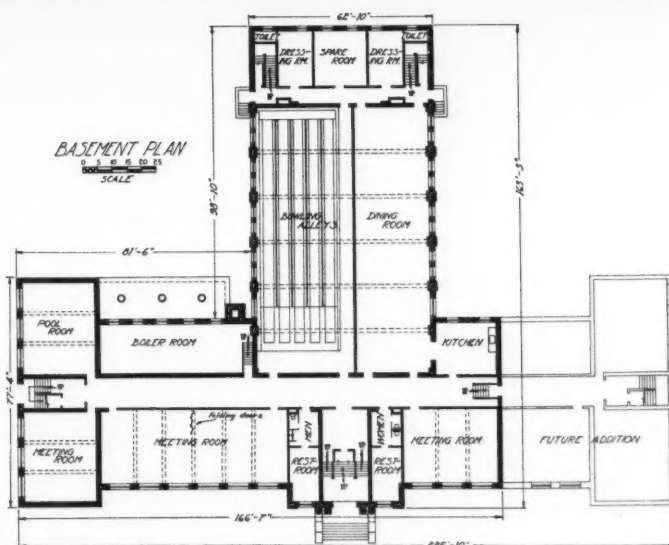
St. Francis Solanus School, Quincy, Illinois



Above — Entrance detail; Left — First-Floor Plan



St. Francis Solanus School and Community Center, Quincy, Illinois



Rev. Aemilian Zumkeller, O.F.M., Architect,
Chicago, Illinois

Rev. Optatus Loeffler, O.F.M., Pastor,
Quincy, Illinois

The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph. D., LL.D., Editor

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Leakage, Statistics, and Planning

There has been considerable discussion lately about the problem of leakage in the Catholic Church. There is undoubtedly some leakage due to many causes. Some causes that have been mentioned are the anticlerical attitude of some of the laity, the antilaical attitude of some of the clergy, the quality of our teaching of religion in various grades of schools, difficulties about paying "admission" in going to church, and for accommodation Masses, and a great many other little personal tilts that have absolutely no relationship to the fact. But these do not now concern us.

The recent discussion has attempted to estimate the extent of this leakage, and numbers, going into the hundred thousands of persons born in the Faith who have left it, have been widely circulated. Father Gerald Shaughnessy in the *Commonweal*, does a great service to the whole discussion by completely demolishing the whole statistical structure that has been built up. And this is done by a very simple procedure of showing

that the basic statistics are untrustworthy. This is a service to the Church, it is a service to scientific investigation, and it is a service to men who have circulated the statistics of leakage. I presume that no persons would more readily acknowledge Father Shaughnessy's contribution than these men. They relied on "official" statistics that they thought were trustworthy, but the statistics were not.

There is a more general observation that may be made in connection with this whole discussion, and that is the inadequacy and the untrustworthiness of a great deal of the statistics regarding Catholic education. One can understand readily why this is so. Ordinarily in our colleges, in our high schools, in our elementary schools, and in our diocesan offices, there is not sufficient overhead personnel or machinery to collect and furnish the statistics. Presumably we have been so interested in doing the job that we have left to guesswork the statistics that have been furnished to so-called official agencies and for official publications. Great intellectual superstructures are built, therefore, on foundations of sand. And we are secure neither in a feeling of contentment nor in a feeling of discontentment, because we do not know the facts. Some day we will, and on that day we shall be able to do more definite and more comprehensive, even national planning, for the whole Catholic system of education.

The Welfare of All

We have read with a great deal of interest the really extraordinary case that has been made for the Catholic University within the past few months in the *Ecclesiastical Review*, the *Commonweal*, the *Sign*, *Columbia*, and *Catholic Action*. We would do all that it is possible to do for the Catholic University. We would make it one of the great universities of the world. But there is, unfortunately, in these articles a too exclusive note. Loyalty to the Pope, for example, would seem to be tied up exclusively in a support of the Catholic University. I presume it would be equally loyal to the Pope and to the Catholic religion to support every Catholic college and university in the country that is aspiring with all its energy, and with great sacrifice for the identical purposes for which the Catholic University exists.

The case that needs to be pleaded in this country is for a general support of all the Catholic educational institutions that are with all seriousness striving toward the achievement of the highest ideals of university and college education, and the maintenance of the great tradition of the Church in this field.

There is a sentence in Matthew Arnold's *Culture and Anarchy* applied to the individual that applies also to institutions.

The individual is required, under pain of being stunted and enfeebled in his own development if he disobeys, to carry others along with him in his march toward perfection, to be continually doing all he can to enlarge and increase the volume of the human stream sweeping thitherward.

A Lesson From History

We have been reading with a great deal of interest the facts regarding the establishment of the Jesuit Order, and its achievements for a century and a half after its establishment. We read with considerable interest the tribute of Von Ranke who said: "Even Protestants removed their children from distant gymnasiums to confide them to the care of the Jesuits."

Oscar Browning has pointed out in the *Encyclopaedia Britannica*:

For nearly three centuries they (the Jesuits) were the best schoolmasters of Europe; they revolutionized instruction as completely as Frederick the Great modern warfare, and have thus acted, whether they meant it or not, as pioneers of human progress. . . .

And take another person not sympathetic with Jesuit education, whose lack of sympathy is expressed in his opening clause.

While it is impossible for lovers of truth and freedom to have any sympathy with either the aim or matter of Jesuit education, there is one point connected with it that well deserves our most serious consideration, and that is its success. This was due to three causes: *first*, to the single-minded devotion of the members of the Society; *second*, to their clear insight into the needs of their times; *third*, to the completeness with which they systematized their entire course, in view of a simple, well-defined aim. In all these matters we can well afford to imitate them. Indeed, the education of the present day demands just the three conditions which they realized.

Our thoughts recurred to the current situation, particularly in the higher educational field. What we should aim at is not mere multiplication of institutions, mediocre in quality, or without any adequate means of supporting an educational program on a high level, but the creating of a number of institutions that accept the only educational ideal consistent with the Catholic purposes — namely, eminence.

In the lower schools this is also true, that we should be striving to make the Catholic schools so good and so much better than the others that Catholics will feel pride in sending their children to institutions rendering such eminent service, and others might be knocking at our doors for admission.

This line of thought recalls certain decrees of the Third Plenary Council of Baltimore. In Decree 197 there is a quotation from the instruction of the Sacred Congregation of the Holy Office to the bishops, on the 24th day of November, 1875, which runs as follows:

All are agreed that there is nothing so needed to this end (the guarding against secular education) as that Catholics everywhere have their own schools and that these be *not inferior to the public schools*.

And Decree 200 has this significant sentence:

If, on the one hand, we rigidly bind, in the Lord, the consciences of priests, of the faithful, and especially of Catholic parents by the decrees set forth above; on the

other hand, we also feel, in the inmost depths of our hearts, and declare in explicit terms, that it is our (manifest) duty in proportion to our power to provide and effect that Catholic parents be able to find for their children, not any kind of schools, but good and efficient ones, "by no means inferior to the public schools."

Sex Education

Dr. Aller's book, *The Psychology of Character*, is a discussion of conduct in the light of the scholastic philosophy, the new psychology, and Catholic morality.* It is a combination of the point of view of both physician and educator. The book is not very easy reading, but mastery of it will be worth the effort.

Of the number of problems that it deals with, one of the most striking is its treatment of the problem of sex education. It lays down as its groundwork the need of a continuing confidence between parent and child, the possibility of changing sex habits, and the need to consider the problem of sex not in itself, but in relationship to the whole personality and disposition of the individual.

Its specific points of view may be indicated in a few sentences:

We hold strongly that a knowledge of the facts of sex is essential, and that this knowledge must be imparted to the child before he acquires it unsuitably from unqualified sources.

This enlightenment is the duty of the parents and not that of the school authorities; of course, if the parents are incapable of this, or if they do not possess the child's confidence, it devolves upon others.

But it must *always be given by way of individual explanation*, never in the form of classroom teaching; the latter can, at most, only prepare the ground by careful instruction in biology.

Questions of this kind, like all children's questions, must be answered; the remark, "You can't understand that," is more out of place here than anywhere.

On the negative side his principle is applicable.

It therefore follows almost invariably that *an isolated campaign against sexual offences is both inexpedient and unsuccessful*.

In these five questions there is more wisdom and good sense than I have seen in pages and pages of the interminable, sentimental and materialistic discussion of sex education. These sentences might very well furnish the basis for a program of the duty of the parochial school toward the problem.

Religion Reference Books

One of the abilities that boys and girls should acquire during the secondary school is a facility in using reference materials. It is hardly possible to hope for the development of this ability in the field of religion if our classrooms and school libraries do not possess sufficient reference books directly related to the work that the school is teaching in the various classes in religion. Moreover, these books must be of such a nature that they may be used freely and easily by the students. — *Journal of Religious Instruction*.

*Allers, Dr. Rudolf, *The Psychology of Character*, pp. 311-313.

Practical Aids for the Teacher

Teaching Singing

Rev. F. Joseph Kelly, Ph.D.

Editor's Note. We should welcome further discussions of the problems discussed in Father Kelly's paper, and practical aids for the classroom teacher who is not a specialist in music.

In our teaching of singing in schools it is not easy to find any set of exercises that are equally adapted for all ages. The teacher must vary his lessons according to the capacities of his pupils, and for very young children solfeggio exercises should be used sparingly, if at all. We entirely dissent from the doctrine maintained by some, that children should not be allowed to sing till they are able to sing from written music. It might as well be said that children should not be allowed to speak till taught to read. Much as we value the art of reading music, it is but a means to an end. It is not music itself, but a means of extending our knowledge of music. There can be no reasonable objection to infant-school songs being taught without the written notes, provided the songs themselves are suitable and are taught correctly; indeed, on the contrary, such teaching is an excellent preliminary exercise for the voice and ear. God forbid that half the happiness and cheerfulness of infancy should be sacrificed to the supposed necessity of first making children acquainted with the construction of diatonic and chromatic scales.

In completing the musical education of a child in sight singing, it is necessary not only to educate the eye in a knowledge of the forms by which sounds are expressed, but to exercise the understanding; and a thorough mastery of the subject is not to be attained by singing mechanically through any set of solfeggio exercises however complicated or difficult. We should attach comparatively little importance to exercises on fourths or sevenths or any other intervals; they may be learned by ear as well as nursery songs, and are so learned in large classes; but the difficulty is in remembering, when fourths, thirds, sixths, and sevenths are grouped promiscuously together, what is the precise sound belonging to each; and to learn this without the incessant practice of professional singers, which makes it an affair, not of the mind but of habit, an appeal must be made to the understanding, and the child must be taught to mark the quality of the sounds characteristic of the different intervals.

The attention of the pupils should be drawn to the fact, that each interval of the diatonic scale has a sound

so peculiar to itself, that when its character is once understood, they can never be at a loss to distinguish it from any other. For example, the seventh may be remembered by noting its tendency to ascend to the eighth. The ear cannot rest or repose on the seventh; it is a note of passage leading to the octave of the key. The fourth and the sixth are, in like manner, notes of passage, but having a tendency to descend—the fourth leading to the third, and the sixth to the fifth; while the first, third, fifth, and eighth are all notes of repose—notes upon which the ear may rest; employed, therefore, as the concluding chord of every composition, and remembered with ease as the most natural progression from the key-note to its octave. The seventh of the major scale may, in like manner be, distinguished from the minor seventh; the one having a tendency to ascend; the other, like the sixth, a tendency to descend, and of a peculiar plaintive character.

The way to impress these characteristic distinctions upon the mind is, after having given the above explanation, to sing or play for the pupil various intervals, and direct him to write them down, finding out for himself what the intervals are, by listening attentively. We would strongly recommend the frequent repetition of such an exercise, as one of the most profitable in which the pupil can be engaged. The teacher, however, must be careful, in singing, not always to use the same words or syllables, so as

to give any other clue to the interval than the actual sound belonging to it.

To improve the articulation of a pupil, too much neglected, and generally sacrificed to intonation—to teach a pupil to enunciate his words in singing, so that they shall be understood by the hearers, a better exercise than the solfeggio syllables would be one of the vowels, and they might be so arranged as to include the five vowels, with the three principal sounds of A. There is but one mode of using the solfeggio syllables and that is by identifying them, not with the fixed sounds expressed by the letters, but with the intervals of the diatonic scale: "Do" in every key representing the keynote.

We have already shown that the art of reading music at sight depends upon the ability to recognize at a glance the intervals of the scale in whatever key they may be written; that is to say, to distinguish at once not which is A or B, but which is the keynote—which is the third, fifth, seventh, etc. It is therefore profitable to use the solfeggio syllables, as names for the intervals, an exercise which compels the pupil to study the intervals in every bar he sings and to give up guessing. A teacher upon

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this method listening to his pupils, knows at once, by the syllable the pupils choose, whether they recognize the interval of the scale to which the note belongs, or are taking no trouble about it. If in the key of D the pupils sing Re for D instead of Do, the teacher would at once perceive that the pupils do not understand the key in which they were singing.

Observe now the confusion and perplexity created by the opposite method. By incessantly singing the solfeggio syllables to the finger exercise, in which the intervals of the scale correspond with their natural order in the key of C, the pupils learn to associate certain sounds with those syllables, but no sooner has this been done than the pupils are told, when in another key, to use the same syllables in singing other sounds; so that the association of ideas established in the first instance becomes the source of greatest embarrassment in the second. For example: We have already pointed out the different properties of the fourth and the seventh, the one tending downward, the other upward. Yet, although F may sometimes be a fourth, and at other times a seventh, according to the key, and although F in the key of C differs half a tone from F in the key of G, it is always we are told, to be called Fa. We think it must be obvious from the preceding, that the solfeggio syllables thus employed tend to mislead the pupils rather than assist them in learning the art of sight-singing.

Those who hold to the second method try to overcome the difficulty by giving new names to all the notes when raised or depressed a half tone. Thus F natural is called Fa, and F sharp, Fay; B flat Bo, etc.; but this appears to lead to unnecessary complexity. Solfeggio syllables only require to be used to a limited extent, but in employing them, we would adhere to the first method mentioned above. No other is so simple and so strictly in accordance with science. It involves some difficulty in singing exercises not written in the key of C, but not an unnecessary one. It is the very difficulty which must be grappled with after the pupils have passed through their introductory lessons, if they would learn to read music as readily in one key as another. We may add that, by departing from it, we leave ourselves without any names, for the intervals beyond given by the figures — 1, 2, 3, 4, 5, 6, 7, 8; and the words *six* and *seven* are far from being well adapted for musical expression.

In our teaching of singing, let us not lose sight of expression. Expression is one of the most important features in good class singing. If teachers are to make their lessons interesting to the children and therefore call forth their best efforts, they should encourage them to be expressive in rhythm, light and shade, and sentiment. Children should beat time to mark the rhythm of their songs and teachers will find that better attention can be gained from the children if their voice-training exercises, scales, ear tests, etc., are rhythmic. Tone color, marks of light and shade, should be given by the children to express the sentiment of the song. It should be impressed upon children that a song ideally sung is a vocal picture painted with varied shades of tone color to give expression to the mood or sentiment. Children are quick to grasp notions of this kind. Unless thought and feeling be developed and united with a view of expression, not much can be gained through the medium of song. The singing may be correct enough in itself, but it will lack educative value if it be not an appropriate expression of thought.

Therefore a music method for schools, while primarily concerned with fundamentals, has the ultimate aim to develop in the pupil a power of appreciating musical expression in its manifold forms.

Children's Science Books

Carroll Lane Fenton

Not long ago, I stood in a laboratory of a famous Catholic university. As my chemist host told of his work, I could not keep from wondering how some knowledge of his spirit, as well as his achievement, might be passed on to a growing generation.

For the task of presenting science to children is not merely to inform. Information must encourage thought; it should impart something of the enthusiasm and honesty that have made for thoughtful discovery. I would emphasize that word *thoughtful*; too many discoveries have been made and utilized without the leaven of meditation.

But how shall knowledge and enthusiasm be imparted? If one is a rarely skilled writer, he may do it by recounting facts. But only a few of us have that skill, which must border on the genius of Fabre. A much safer plan is to retell the lives of outstanding scientists, in such a way as to bring out the fire that inspired them.

This is the task that Cottler and Jaffe have set themselves in *Heroes of Civilization* (Little, Brown and Co., \$3). In a great measure they succeed, though they are less critical than one might wish. What excuse can there be for treating Luther Burbank in a chapter supposedly given to Gregor Mendel, the founder of genetics? And why discuss so many heroes that one rushes breathlessly from one to the next? The plan is not in keeping with the methods of scientific research.

For this reason, I prefer those books that deal with the life and achievements of one man. One of the best, in the field of physical sciences, bears the rather deceiving title of *A Magician of Science* (The Century Co., \$1.75). Actually, it is a very competent biography of Charles Steinmetz by John Winthrop Hammond, who wrote the standard biography of this great electrical engineer. If one wishes a book picturing triumph over adversity, this will meet the need; and it is free from the shallow pseudo-philosophy which often mars such books.

Unhappily, good biographies cannot make a juvenile library of science. We must fall back on frankly informative volumes, whose number and quality are increasing. The *St. Nicholas Book of Science*, by Floyd L. Darrow (The Century Co., \$2.50), is one of these: it stresses inventions that charm every normal boy, telling something of their physical basis. *This Physical World*, by Janet Pollak (Thomas S. Rockwell Co., \$1.25) tackles fundamentals: gravity, heat, light, and motion. A companion book, *What Makes up the World*, by Elizabeth Hayes, deals with essentials of chemistry. Both are exceptionally good, and represent a tremendous advance over the books on physics and chemistry that formed part of my own juvenile reading. They reflect the dignity of true research, even while they discuss subjects that have been common knowledge since the days of Lavoisier.

When we come to animals and plants, the array of children's books becomes bewildering. Living things possess a greater appeal than do electrons or the conservation of matter. Thus they are both easier and harder to



Flags pasted on the back of the passport in lieu of visa stamps

imagination to the limit, we were arrayed in our best, accompanied by our imaginary friends, and were anxiously awaiting the first sign of the train. In the meantime, several pupils, appointed as depot clerks and trunk agents, were busy selling tickets and checking trunks. There was a real feeling of excitement about the room. The Victrola furnished music appropriate to the whistling and bumping of the train.

Noon found us in the big city of Chicago. We had our dinner at the Steven's Hotel and then spent the afternoon sight-seeing in the Windy City. At 6 p.m. we took the train from the magnificent Union Depot for New York.

The following day we came to school eager to experience new thrills. The New York harbor claimed our attention for some time. Class discussions, lively conversations, and lantern slides furnished ample material to make our visit a real one. Our interest heightened as we imagined ourselves viewing the Statue of Liberty, the islands, and boats of every description.

Once we boarded the Leviathan, we devoted our geography periods to the study of our boat. Only two children of the class had been aboard a large steamer. All were amazed to learn with what attractions and conveniences for comfort and recreation ships were equipped. A member of our class who sailed from France two years ago, gave us a detailed account of his own experiences on board a large ocean steamer.

We used several English classes in learning to write friendly letters and in sending telegrams and cablegrams. As a result of this study, we experienced the thrill of writing to "our folks at home." The mailing of these letters proved very instructive to our eager class.

After five and a half days on board the ship, land loomed through the haze off starboard (the right side of the ship). New experiences were near, new sights in store! At this point lantern slides were again of great advantage in showing the quaintly terraced hills of Cherbourg, our landing place. Now that we were in Europe, we delighted the more to exercise our power of imagining.

Extensive research work, well-prepared recitations, and interesting discussions now characterized our geography periods. We collected pictures and arranged them neatly into attractive art booklets, which we made during our art classes. These booklets led us to study color matching, letter cutting, and cover designing.

We planned to follow a day-by-day program illustrated and well outlined in the *Travel Guild Magazine*. The outline covered ten important countries of Europe and therefore we were obliged to deviate from it as the arch-

diocesan course of study requires the study of twenty-eight countries in the same length of time. The fact that we changed our plan and crowded the day-by-day account did not make the study of Europe less interesting. During our tour through the Vatican City our study was intensified by the vivid account which our pastor gave of his visit there a few years ago.

A diary which each pupil kept, served as an excellent means for the keeping of notes, and for the constant and voluntary reviews, so necessary.

This manner of teaching geography of Europe created and stimulated interest not only in the pupils, but in the parents as well.

Spelling in the Second and Third Grades

Although spelling is of great concern to teachers in the second and third grades, there is comparatively little literature on the subject. According to Ida W. Penney, writing in *The Virginia Journal of Education*, the principles of teaching have been well organized in scientific findings so that no teacher needs to be at a loss in (a) selecting words to teach, (b) classifying words for the grades in which she is working, and (c) in developing a method of instruction. A plan which has been used successfully is suggested:

Monday. Introduce three or more new words in the week's tentative plan by first calling attention to the pronunciation, meaning, oral spelling, and difficult parts. After this preliminary study, dictate these words for written spelling. The purpose of this is obvious: It eliminates, for further study, any word or words that the child may already know how to spell; it shows what words he needs to study, and stimulates his interest in studying them. In this initial test reasonable time should be given for children to write these words, but they should be encouraged to make a quick and brave attack. When all words are dictated, the children will be interested to discover, under the teacher's guidance, the errors that have been made. It often happens that a pupil will make a perfect score on this pretest. He is excused, then, from the directed study period on Tuesday.

Tuesday. The allotted time for the study of spelling, on this day, is used by the pupils for acquiring some mastery of one or more words missed in Monday's initial test. This period demands definite instruction and supervision so that learning may take place in the most economical and effective way. It is helpful to have certain directions for study posted in the room. The teacher's part is to help the child interpret and use these directions. Some such directions are as follows:

1. Look at the word in your textbook (or on the board) and pronounce it.
2. Look at each part of the word to find out why you have failed to spell it.
3. Spell the word softly to yourself.
4. Close your eyes and spell it again.
5. Write the word without looking at it.
6. If you wrote it correctly, write it again three times.
7. If you made an error, practice writing it correctly five times.

Bear in mind that, in this situation, each child is work-

ing, under the direction of the teacher *only on the words that he missed*. If another child is studying for the efficient spelling of the same word the case is incidental. It is a period for independent study with the teacher as a guide. In Dr. Wynne's discussion of the learning-teaching relationships, he states that "during a period of independent work provision should be made for specialization and differentiation in consequence of the different needs that are experienced, different capacities that are revealed, and different opportunities that are discovered." He further states that "pupils may or may not be engaged upon identically the same thing; in the selected activities of a class the rigid requirement that pupils always do exactly the same things during their independent study is intolerable." "There may be times," he says, "when all pupils should look at their books and study the same reading lesson *but even here a division of parts may often be made to great advantage*. In spelling it seems preposterous that every pupil should busy himself with the same words."

Wednesday. The list of words given in Monday's pretest activity is now dictated again and *every child takes the test*. In addition to this list, several new words are given as a pretest. The procedure for Monday is followed in presenting these additional words, the teacher again guiding the child in discovering and checking his errors.

Thursday. Supervise the study, or independent work period, as on Tuesday. Children study the new and review words misspelled in Wednesday's test. Give close supervision and direction to the use of the study chart posted in the room, thus encouraging the children to form definite habits of study. Pupils who misspelled no words on Wednesday are excused from this study period. It is well, however, to provide for such pupils some materials that challenge an interest in spelling: letter writing; word puzzles; elliptical sentences; riddles. In the last-named activity, the child reads the riddle and writes the answer.

Friday. Test pupils on the entire week's work and check results as indicated in Wednesday's plan. *This period offers a splendid situation for developing a class spirit to achieve a certain standard or goal*. It is, in fact, a period for testing progress and discovering achievements. "Testing progress, achievements, and results is satisfactory not merely because it enables the teacher to place his pupils properly on a distribution curve but because it leads them to perceive the consequences of their own efforts or lack of efforts in a form that has significance with reference to the possibilities in subsequent activities. . . . *It is of great significance that pupils have practice in such a survey, analysis, and judgment of their own activity.*"

The importance of the three testing periods in this plan for the teaching of spelling in the second and third grades should perhaps be emphasized. In these tests, the pupil has an opportunity to discover some of the words he cannot yet spell, and also to see, later, how well he has learned to spell these words. This estimation of progress is highly important and needs to be emphasized. Possibly the teacher may want to go a step further and compare the results of her pupils' attainments with results that have been accomplished by pupils of the same grade in other schools. In this case, she will want to use some of the best known standard tests, such as: (1) *The Iowa Spelling Scales* by E. J. Ashbaugh; (2) *The Buckingham Extension of the Ayres Spelling Scale*; (3) *A Measuring Scale for Ability in Spelling* by L. P. Ayres.

Teaching Phonics to Beginners

Sister Rose of Lima, C.D.P.

Every teacher recognizes the need of a knowledge of phonics, not only in spelling, but also in reading, as it gives the child a key to the learning of new words. Yet phonics is sometimes neglected, because, unless enlivened by some new devices every day, the subject becomes dry and uninteresting, both to teacher and pupils. The following is a method that I have found to be very effective, not only because the children enjoy it, but because of its good results.

Teacher tells a little story:

Once there were two little boys, Frank and Tom. Frank Timon lived on a farm, where he had a good time all day, chasing rabbits with his big dog, Bruno. His friend, Tom, lived in a large city. He had none of the fun that Frank had out in the country. So one day, when his friend was visiting him, they thought it would be great fun if Tom could go to spend a week in the country. What fun they would have then!

Tom's mother was glad to let him go; and soon two happy little boys were motoring around the country with Mr. Timon. When they reached the house, Frank said, "I want to show you my little baby sister." Sure enough, lying in a cradle, was the sweetest baby, trying her best to talk; but all that she could say was "*b — b — b!*"

(Teacher prints *b* on the blackboard, and children repeat sound of *b*. This is to be done every time a new letter or sound is introduced.)

Then the boys went to the barn. Can you guess what they saw there? In a corner, on a nest of hay, were three little kittens. Tom thought they were so cute that he tried to catch one; but just then he heard *f — f — f*, and, turning around, he saw the old mother cat hissing at him. Tom was so frightened that he dropped the kitten and ran.

The boys then went to the orchard, where there were many plum trees. Tom had never plucked fruit from a tree, so he had lots of fun climbing to the very top. He began to eat a plum, but the stone got into his throat and choked him, *c — c — c*.

(Hard sound of *c* is taught, along with *k*, *ck*, *ch*, and *q*.)

Behind the barn was a big pasture. Guess what the boys saw there. Frank had said something about going to see Daisy. Tom thought he would see a little flower, but he was surprised to see a gentle old cow coming along. She must have wanted a petting, for she began to say, *m — m — m*.

As they started on their way home, Frank's big dog came running toward them. He must have been tired, for the boys could hear him panting, *h — h — h*. He was glad to see Frank, but when he saw Tom, he did not know him and began to growl, *r — r — r*. Tom was a little frightened, but as soon as Frank patted the dog on his head, he made friends with Tom.

The dog led the way to the house, and the boys were glad; for it was almost dinner time. Frank's mother was dishing out some hot soup, when some of it fell on the stove and hissed, *s — s — s*.

Soon the two boys were at the table with Mr. and Mrs. Timon. Tom thought he had never had such a wonderful dinner before.

After dinner the boys went out under the trees where there was a big swing. There they could hear the wind whistling through the trees, *w—w—w*.

Just then Tom heard something that sounded like this: *p—p—p*.

"What is that?" asked Tom.

"That is our little gasoline engine," said Frank. "Let's go to see it."

The two boys ran to the barnyard; there, near a trough was a little gasoline engine, pumping water for the horses. Even Frank's white doves flew down to get a drink. Tom heard them say, *d—d—d*.

While the boys were still looking at the doves, Mr. Timon came along. He was going fishing and wanted to take the boys along. When they got to the river, the boys heard something that sounded like this: *g—g—g*. It came from some place real close to Tom, and he would have been frightened, had not Frank told him that it was a frog.

On their way back, the boys went through a grove of trees near a big forest. What do you think they saw there? A big swarm of bees! Tom would have been stung, had Frank not taken him by the hand and pulled him away. Still the bees came buzzing after them, *z—z—z*.

The next day Mr. Timon took the boys to a sawmill. It made Tom shiver as he heard the big saw, *n—n—n*. In a room near by the boys could see a steam engine. Every second a cloud of steam leaped out with a *j—j—j*.

The next morning Mr. Timon's watch was lying on the table. Tom picked it up and held it to his ear. Do you know what he heard? *t—t—t*.

Soon it was time for Tom to go back to the city. He was happy when he saw his father and mother coming to get him. He did not forget Frank's baby sister. "Good-by, baby," he said. "Next time that Frank comes to the city, you must come along." The baby put out her little hands and tried to say "Yes," but all that she could say was "*y—y—y*."

When they reached the city, Tom heard a terrible noise that sounded like this: *v—v—v*. The next moment a fire engine whizzed by.

Soon the car stopped. Tom was back home. How happy he was!

This story should be continued from day to day. The teacher should limit herself to one incident a day, concentrating on one consonant until it is mastered. Thus, after telling the story of Frank's baby sister, she will pronounce the word *baby*, emphasizing the *b*. Children are told to repeat the *b* sound. Teacher calls for other words beginning like *baby*. The words are written or printed on the board as given.

Second day: Review *b* with words learned the day before. Relate the second incident in the story and proceed as before. Thus the story interest is kept up from day to day and good results will be obtained.

When the children have mastered about five or six consonants, the vowel *a* may be introduced in the simple phonogram *at*. Prefix known consonants to form words. Again the method of approach may be in the form of a little story. Teacher draws a picture of a house on the board, saying:

"In this little house lives an old grandpa named *At*. He has many grandchildren, and they all look very much like himself."

(Teacher draws steps coming down from the house, and prints words on steps, as *cat, mat, bat*, etc. This is the first family. Each new vowel or phonogram may be introduced in a similar way; but care must be taken that one family be thoroughly mastered before a new one is introduced. Then teach words ending in *an, ow, ill, en, et, ind*, gradually increasing in difficulty.

When a sufficient number of consonants has been mastered, form blends, as *bl, st, sm*, and combine with known phonograms to form words. The consonants, blends, phonograms, and words are printed on flash cards, which are very handy for subsequent drill.

A Mass Book

Sister M. Fidelis

"From the rising of the sun even to the going down, My name is great among the Gentiles, and in every place there is sacrifice, and there is offered to My name a clean oblation" (Malachias i. 11).

Every minute of the day and of the night there is a Holy Sacrifice of the Mass going on in some part of the world. Mass is the sublimest, the most comforting thing in the world. As some slight token of your appreciation of the Mass and for your own instruction make this Mass Book as carefully as you can.

1. Quote Cardinal Newman on the Mass.
2. Get a picture of the Last Supper, Da Vinci's if possible. Write under it these two lines: "With desire have I desired to eat this Pasch with you before I die." "Do this in commemoration of Me."
3. Tell the story of how the first Mass was said.
4. Name and describe three sacrifices of the Old Law that prefigured the Sacrifice of the Mass. If possible, get pictures or make drawings of these sacrifices.
5. Why is Mass said in the Latin language? Is Mass said in any other language? Where?
6. Name the parts of the Mass in order, noting after each part the origin of the words used.
7. From the Missal, write out the order of the Mass of your patron saint.
8. Illustrate and explain the use of the following: altar, candle, crucifix, tabernacle, altar stone, altar cloths (how many?), altar cards, missal, missal stand, cruets, towel, ablution cup, antependium, cassock, amice, alb, cincture, maniple, stole, chasuble, chalice, purificator, paten, pall, chalice veil, burse, corporal, ciborium.
9. Explain the meaning of the different ecclesiastical colors and tell when they are used.
10. Distinguish between a Low Mass, High Mass, Solemn High Mass.
11. Get a picture of some famous cathedral. Show that, at a Solemn High Mass said in a cathedral, all the fine arts contribute to the solemnity.
12. You can probably scarcely imagine yourself sitting next to our Lord at the Last Supper, His hand touching yours as He reaches to you His own Body in Holy Communion. How you would watch His least movement, listen to each softest syllable, and remember forever each slightest detail. What difference is there between that

First Holy Mass and the Holy Mass in church this morning?

13. Have you ever read *Fabiola* or seen the picture? What comparison exists between the difficulties those early Christians had to meet to hear Mass and yours?

14. Read Benson's novel, *Come Rack! Come Rope*, or Enid Dinnis' *Mr. Coleman, Gent.*, or Myles Connolly's *Mr. Blue*. Write your general reaction to the book or books.

15. Mass is the unbloody renewal of Christ's death on the cross. At this first great Sacrifice, four persons were privileged to attend: the Mother of God, the Beloved Disciple, Mary the repentant sinner, and the thief on the cross.

a) Could even His Mother deserve that He should die for her? Why?

b) What would be your feelings if you heard our Lord say to His heavenly Father: "Accept this offering of Myself for N. N. (and then He should say your name)?"

c) Is that what actually happens?

d) What if you are not present when you might very conveniently be?

e) What makes other people, mothers of families, working men, young men and women, boys and girls hasten to Mass each morning? Why do they go?

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tall	cheerful	aged
pleasant	healthy	extravagant
prudent	corpulent	well-known
strong	cautious	prominent
robust	capable	determined
angry	sociable	slothful
just	gruff	educated
friendly	happy	kind-hearted
ambitious	erect	inquisitive
generous	poor	

Second Step: Apply the words in entertaining sentences.

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Conclusion

1. The periodic testing of the hearing acuity of school children with the audiometer, by revealing the early loss of hearing, is at the present time the most effective means of initiating measures for the prevention of deafness and the conservation of hearing among school children.
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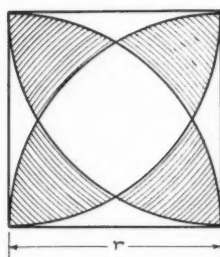
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First Holy Mass and the Holy Mass in church this morning?

13. Have you ever read *Fabiola* or seen the picture? What comparison exists between the difficulties those early Christians had to meet to hear Mass and yours?

14. Read Benson's novel, *Come Rack! Come Rope*, or Enid Dinnis' *Mr. Coleman, Gent.*, or Myles Connolly's *Mr. Blue*. Write your general reaction to the book or books.

15. Mass is the unbloody renewal of Christ's death on the cross. At this first great Sacrifice, four persons were privileged to attend: the Mother of God, the Beloved Disciple, Mary the repentant sinner, and the thief on the cross.

a) Could even His Mother deserve that He should die for her? Why?

b) What would be your feelings if you heard our Lord say to His heavenly Father: "Accept this offering of Myself for N. N. (and then He should say your name)?"

c) Is that what actually happens?

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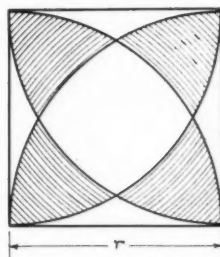
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and similar expressions for

$$\frac{f(x)}{(x-\sqrt{2})}, \frac{f(x)}{(x-\sqrt{3})}, \frac{f(x)}{(x-\sqrt{4})}, \frac{f(x)}{(x-\sqrt{5})}.$$

Where $\sqrt{2}, \sqrt{3}, \sqrt{4}, \sqrt{5}$ are roots of the function.

Therefore by addition we have $5x^4+4ax^3+2bx=5x_4+(S_1+5a)X^3+(S_2+as_1)X^2+(S_3+as_2+5b)X+(S_4+as_3+bs_1).$

By equating coefficients and solving for S_4 we get $S^4=a^4+4ab.$

To obtain the value of S_n for other values of n multiply the given equation by $X^{n-5},$

$$X^n+ax^{n-1}+bx^{n-3}+cx^{n-5}=0.$$

By substituting successively for x the values $\sqrt{1}, \sqrt{2}, \sqrt{3}, \sqrt{4}, \sqrt{5}$ and adding the results, we obtain

$$S_n+a S_{n-1}+b S_{n-3}+c S_{n-5}=0.$$

Letting $n=5$, then $S_5=-a^5-5a^2b-5c.$

Letting $n=6$, then $S_6+aS_5+bS_3+cS_1=0,$

$$\text{whence } S_6=a^6+6a^3b+3b^2+6ac.$$

By letting $n=4, 3, 2, 1$ in succession and solving the resulting equations, we obtain

$$S_{-4}=\frac{2}{C^2}(b^2-2a).$$

No. 2. What is the eliminant of the following equation?

$$px+yz=qr.$$

$$qy+xz=pr.$$

$$rz+xy=pq.$$

$$xyz=pqr.$$

Solution by J. A. C., Notre Dame, Indiana.

By multiplying the first three equations together, reducing and substituting the third we have

$$(1) \quad p^2q^2r^2+pq(r^2x^2+x^2y^2)+qr(p^2x^2+y^2z^2)+pr(q^2y^2+x^2z^2)=0.$$

Now, by squaring the first three equations and substituting in (1) and reducing we have for the eliminant

$$p^2q^3+q^3r^3+p^3r^3=5p^2q^2r^2.$$

Also solved by C. J. Henske, St. Louis; Baxter Rondell, Louisville, Ky.; R. E. Dunstan, Pittsburgh, Pa.

No. 3. The cost per hour of running a certain motor boat is proportional to the cube of its velocity in still water. At what speed should it be run to make a trip upstream against a four-mile current most economically?

Solution by R. J. Welton, Toledo, Ohio.

This problem assumes that the cost is directly proportional to the energy.

Hence, let v = the most economical speed, then kv^3 = energy expended each hour, where k is a constant depending upon the particular conditions, and $(v-4)$ = the distance advanced per hour. Letting c = the cost per hour, we have

$$c = \frac{kv^3}{(v-4)}. \text{ Plotting this equation with } c \text{ and } v \text{ as coördi-}$$

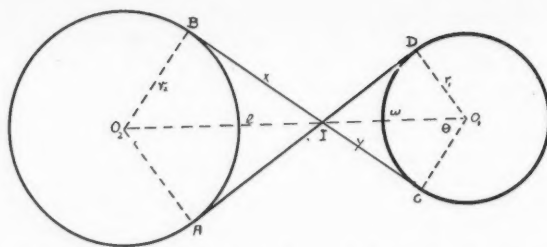
nates we obtain c at a minimum when $v=6$ mi. per hr. Or solving the foregoing equation by the differentiating method

$$\text{we get } \frac{dc}{dv} = k \frac{2v^3-12v^2}{(v-4)^2} \text{ whence } c \text{ is a minimum when } v = 6 \text{ mi. per hr.}$$

Also solved by Rev. E. A. H., Chicago, Ill.; R. E. Dunstan, Pittsburgh, Pa.; Herbert Cunningham, New Orleans, La.

No. 4. Two circles, the sum of whose radii is C , are placed in the same plane, with their centers at a distance $2a$, and an endless string, quite taut, partly surrounds the circles, and crosses itself between them. What is the length of the string?

Solution by Baxter Rondell, Louisville, Ky.



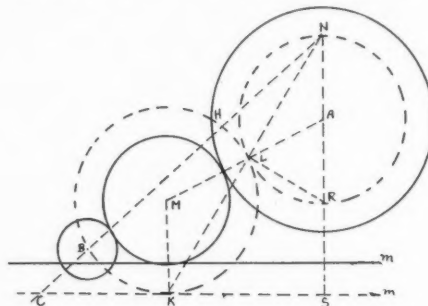
Let $r_1+r_2=c$; and $1+w=2a$; and from the figure the length, T_s , of the string is given by the equation, $T_s=AB+CD+2(x+y).$

Since $AB+CD=(r_1+r_2)(2\pi-2\theta)=2c(\pi-\theta)$, $(x+y)=2 \cdot a' \sin \theta$, and, $\theta=\cos^{-1} c/2a$, we have $T_s=2[c(\pi-\cos^{-1} c/2a)+2a' \sin (\cos^{-1} c/2a)]$. If $a=c$ then $T_s=2c(2/3\pi+\sqrt{3}).$

Also solved by R. E. Dunstan, Pittsburgh, Pa.; C. J. H., St. Louis, Mo.; Sr. M. X., O.M.I.

No. 5. Given a straight line and two circles, construct a circle which shall be tangent to the circles and the line.

Solution by J. Leo Greenwell, Lowell, Mass.



Given: Circles A and B , and line m .

Construction: A and B must be on the same side of m , or the construction is impossible.

If A and B have equal radii, the problem is simplified; for to find the center of the required circle it is only necessary to construct a circle through the points A and B and tangent to a line parallel to m and at a distance from m equal to the radius.

If A is greater than B :

Let r equal the radius of A , and r' the radius of B .

With center A and radius $(r-r')$ draw the circle RLN .

Draw m' parallel to and distant r' from m .

Drop a perpendicular from A cutting circle RLN in N and R , and m' in S .

Draw NB and produce it to meet m' in C .

On NB take H so that $NB:NS=NR:NH$.

On CS take K so that $CB:CK=CK:CH$.

Construct a circle through K , B , and let its center be M . With M as a center, and radius equal to $(MB-r')$ draw a circle. This is the required circle.

Proof:

Draw MK . This is perpendicular to m' since $CK^2=CB \times CH$.

Draw KN cutting circle RLN at L .

Draw LR . Angle RLN is right; therefore quadrilateral $KLRS$ is inscribable. (L and S are right angles)

$\therefore NL \times NK = NR \times NS$; but $NR \times NS = NH \times NB$.

$\therefore L$ is on circle KBH .

Draw ML and LA .

Triangles KML and NAL are isosceles; angles K and N are equal.

\therefore The angles at L are equal, and MLA is a straight line.

∴ The circle KBH passes through B and is tangent to the circle RLN and to the line m' .

∴ The circle with M for a center and $(MB-r')$ for a radius is tangent to circles A and B and to line m .

Q. E. D.

Remark: Since m' can be taken on either side of m , there are two of these lines m' ; and since point H can be taken in either direction from N , there are two points H for each m' or four in all; and finally since point K can be taken on either side of C , there are two points K for each H or eight in all.

Conclusion: In general there are eight solutions to the problem.

Also solved by R. J. Welton, Toledo, O.; Frank R. Hayes, St. Louis, Mo.; Sr. M. X., O.M.I.

No. 6. Show that the sum of two odd squares cannot be a square.

Solution by Herbert Cunningham, New Orleans, La.

Let M^2 and N^2 be any two odd squares.

To be a perfect square (M^2+N^2) must be even and a multiple of 4.

All odd numbers are of the forms $(2a\pm1)$, $(2b\pm1)$, hence

$$\begin{aligned} M^2+N^2 &= (2a\pm1)^2 + (2b\pm1)^2 \\ &= 2(2a^2+2b^2\pm2a\pm2b+1) \end{aligned}$$

The expression $(2a^2+2b^2\pm2a\pm2b+1)$ is always odd, hence not a multiple of 2 whence M^2+N^2 cannot be a multiple of 4, therefore not a perfect square.

Also solved by R. J. Welton, Toledo, Ohio; Rev. E. A. H., Chicago, Ill.; Sr. M. X., O.M.I., Sr. Mary Anne, Cleveland, Ohio.

Federal Relations to Education

—an Abstract *Russell L. C. Butsch, Ph.D.*

IN May, 1929, Secretary Ray Lyman Wilbur, of the Department of the Interior, acting for the President, organized a Committee consisting of 52 citizens engaged or interested in education, to investigate and present recommendations as to the policies which should be pursued by the Federal Government with respect to education. The extensive field and office staff necessary to carry on the detailed research work essential to such a study was financed by a grant of \$100,000 from the Julius Rosenwald Fund. Thirty-nine research collaborators carried on investigations, numerous conferences were held with representatives of federal departments and with committees of national organization, and 56 regional and special consultants contributed facts and suggestions.

The Report of the Committee was published in October, 1931, in two parts. The first part contains the Committee's findings and statements of principles, and recommendations. The second part is a detailed staff report presenting the basic facts.

The present summary is an attempt to state in concise form the most important finding of the Committee. Material has been drawn freely from both parts of the Report. On some subjects the summary statements of Part I have been considered sufficient; in other cases more detailed material from Part II has been included. Often the exact words of the Report have been used; at other times the statements are abbreviated and paraphrased, or tabular and other detailed data have been interpreted. Since the whole is an attempt to reflect fairly and accurately the ideas of the Committee, quotation marks have not been included to indicate the degree of actual reproduction of exact statements.

Growth of Federal Influence in Education

The present situation in the Federal Government with regard to education can be understood only by tracing the historical beginning and legal bases of its participation in education. Not in one document and not upon any one dramatic occasion, can the beginning of federal participation in education be found. Rather, a gradual and increasing encroachment of federal centralization can be discerned. This increasing extent and diversity of federal influence has developed in different ways, and more frequently by indirect control than by the direct assumption of school administration and supervision.

Legal Bases. The word *education* remains omitted from

the Constitution of the United States; nevertheless federal, state, and local governments participate in the support and control of education. Those who seek in the Constitution implied references to education, and warrants for the powers out of which indirectly have developed federal participation in education, including the collection and dissemination of knowledge and research, find many such references.

Influence Through Enabling Acts. Congress, in each of the organic acts for the territories, has laid the governmental foundations for the state, which have always included, among other things, provisions for the establishment and maintenance of a system of public schools. The National Government, therefore, may be regarded as the real founder of the public educational systems of the states. This is a real power which has been used to delay admission to statehood until certain required stipulations have been met.

The growth of federal influence in education from simple and few stipulations to more complex and numerous requirements to the states, can be easily traced from the earlier to the most recent enabling acts passed by Congress. The Enabling Act for Ohio (1802) required that the state should exempt from taxation public lands sold by Congress, and should comply with other conditions, including certain provisions for schools. The most recent Enabling Act of June 20, 1910, for New Mexico and Arizona, included minute provisions for the safeguarding of Federal subsidies or grants for education, and for prosecutions of breach of trust, and specific designation not only of types of institutions to benefit from federal sources but also of the amount of benefit in each selected case.

Land Grants for General Education. The first grant of land for education by the Federal Government, passed on May 20, 1785, provided simply that there should be reserved the lot No. 16, of every township, for the maintenance of public schools, within the said township. It required nearly half a century of disastrous state experience to convince Congress that such minute subdivision of the school funds produced pernicious results. The last general provision of this character granted lots numbered 2, 16, 32, and 36 in each township, the funds to be held by the state; and also included many special grants for particular institutions.

Land Grants to Particular Institutions. From the early days of the Republic, Congress has made occasional grants of land to designated educational institutions, both public and private, sometimes to other than state universities and col-

leges of agricultural and mechanical arts. These include: The Connecticut Asylum for Teaching Deaf and Dumb (1819); Jefferson College in Mississippi (1803); The Kentucky Asylum for Teaching Deaf and Dumb (1826); Tuskegee Institute and the Industrial School for Girls, of Alabama (1899); Columbian College and Georgetown College, both denominational schools located in the District of Columbia (1832 and 1833); Bluemont College in Kansas (1861); Vincennes University in Indiana (1873); New Mexico College of Agriculture and Mechanic Arts (1927).

Land Grants to States for Colleges of Agriculture and Mechanic Arts. The Morrill Act (1862) marks definite changes in federal policy from grants in aid of education in general to grants in aid of specified types of education, and in the adoption of a formula for the distribution of subsidies to all of the states. While the legislation did not provide an annual payment of money to the states, it did make outright grants of land to be converted into endowments for the support of colleges for the benefit of agriculture and the mechanic arts. The land was distributed on the basis of 30,000 acres for each senator and representative in congress. The provisions of the Act placed definite prescriptions on the content of the work. Financial provisions almost entirely restricted the uses of the fund to operating expenses. In practice these provisions have operated to require complementary state support for federal aid, because school buildings and other structures are necessary to the successful prosecution of such an educational program. This legislation initiated the federal requirement of annual reports covering use of federal aid for educational enterprises.

Money Grants for Agricultural Education. The second step was the Hatch Act, of 1887, which initiated a new federally aided service — scientific investigation and experimentation — in the local fields of agricultural education. This Act was a significant departure from established precedents in the manner of extending federal aid for education, since it introduced the system of annual money payments, or subventions. The vital significance of this feature lies in the degree of federal control over the states which it is possible to exercise through administration of succeeding allotments. The principle of equality of allotments to states was observed. In this Act, Congress placed limitations upon the scope of work by specifically detailing the type and nature of researches to be made by the stations under these appropriations. Duties delegated by statute to the United States Commissioner of Agriculture denote a step in the development of discretionary authority exercised by departmental officials. The Hatch Act also definitely limited the amount of the appropriations which were to be used for fixed capital expenditures.

In both the Adams (1906) and Purnell (1925) Acts, which were supplementary in character, new stipulations were attached to the increased appropriations. Payments by the Secretary of the Treasury to the duly appointed officers of the experiment stations were made subject to warrant by the Secretary of Agriculture. The real significance of these later acts was in the elasticity of their language which may be utilized to authorize expenditures for research activities of the widest scope and on the most varied subjects.

Money Grants for Colleges. Under the Second Morrill Act (1890) Congress provided an annual payment of money (an ultimate sum of \$50,000) to each state for the further endowment of the land-grant colleges. The funds were distributed equally among the states. This act made more rigid prescriptions for instruction than were made under provisions of the original Land-Grant College Act. Provision was included to prevent discrimination against Negroes in the full enjoyment of the benefits, but separate institutions for the races were permitted. The multiplicity of details used in describing fiscal procedure illustrates the minuteness of regulation and provision for federal supervision which increasingly became a characteristic of subvention legislation. A new and

potent device was initiated in this legislation. Authority to withhold certification of funds is given to the administering agency of the Federal Government.

Marine School Act. Federal aid to promote nautical education was formally inaugurated under the provisions of the State Marine School Act, approved March 4, 1911. This type of education offers training for a small special group of the people. Federal aid is also geographically restricted in its application. In addition to money, the provisions make equipment and instruction available for state use. The provisions of this Act initiated in the field of education the requirement of matching (complementary support) of federal funds by state or local allotments.

Extension Teaching. Enactment of the Smith-Lever legislation (May 8, 1914) authorized federal aid for an added type of service — the diffusion of useful and practical information on subjects relating to agriculture and home economics. The benefits of the act were restricted to a special group of the people — that portion of the agricultural population not receiving collegiate instruction in agriculture. The act provides for yearly payments to the states of stipulated sums — \$10,000 to each state and a maximum of \$4,100,000 proportionally divided. As a condition to participation in this program of federal aid, state or local authorities are required to make available an amount of money equal to the additional sum received, such complementary funds to be expended in accordance with the provisions of the Smith-Lever Act. The Secretary of Agriculture was vested with new discretionary authority — the approval of plans for state extension projects. Provisions of the Act rigidly define the specific types of activities permissible under its appropriations. The tendency toward increased intimate supervision of funds is seen in the multiplicity of legal and fiscal stipulations contained in the Act.

Money Grants for Vocational Education. The Smith-Hughes Act (February 23, 1917) inaugurated the promotion of a new type of education — vocational training. This legislation was designed to benefit three special classes: those interested in agricultural training, in trade or industrial training, and in home-economics work, and for training teachers for the same. Annual payments of federal money are specified separately for each of these types of activity. An attempt was made to approximate the needs of the various states through the allotment procedure: agricultural funds in the proportion which a state's rural population bears to the total rural population of the Continental United States; trade, home economics, and industrial funds in proportion to the urban population; and funds for teacher training in proportion to the total population. Complementary support of these activities is unequivocally required of the states or local communities. A new federal administrative organization, the Federal Board for Vocational Education, was created by this act. It also permitted but did not require the creation of state boards for vocational education separate from all other state educational administration. The Act requires approval of state plans by the Federal agency. However, the approval of plans in conformity with the provisions of the act is mandatory. Approval by the Board is specifically required in such matters as: minimum qualifications of teachers, supervisors, and directors of vocational work; state plans of supervision; minimum requirements for necessary plant and equipment; minimum amounts of maintenance of vocational education in schools or classes; modification of conditions as to length of course and hours of instruction in specified cases; and minimum requirements for experience or contact of student teachers. General and detailed provisions restricting the scope of work and prescribing types of study courses and minimum requirements for state standards are included.

By means of these mandatory and discretionary restrictions the Federal Government is able to influence many aspects of vocational education in the states, although it coöperates in

the support of the teaching and administrative personnel only. Funds are not payable in advance as under other Acts, but are payable as reimbursements of expenditures already made and approved. The Smith-Hughes Act utilizes the device of withholding certification of allotments in order to obtain state compliance with federal regulations.

Civilian Vocational Rehabilitation. The Civilian Vocational Rehabilitation Act (1920) extends the coöperative activities of the Federal Board for Vocational Education into the field of vocational rehabilitation of persons disabled in industry and their return to civil employment. The general plan of this legislation follows closely that which was set up as a model in the Smith-Hughes Act—many of the stipulations, conditions, and administrative procedures reappearing. The funds are distributed to the states on the basis of total population.

Influence on State Legislatures. The practice of requiring assent by state legislatures to certain conditions and limitations of federal grants once begun developed rapidly. In the Smith-Lever and the Smith-Hughes Acts, for example, in order to share in the benefits, state legislatures were required to pass acts of assent which acceded to all requirements of the federal grants.

Money Grants for Privately Owned Schools. Annual appropriations by Congress for the support of schools or colleges privately owned and controlled have been the exception rather than the rule. The familiar instances on record are, for the most part, of institutions having a national or even quasi-federal character and that meet a humanitarian need of general appeal. The following are typical: The American Printing House for the Blind; The Columbia Institute for the Deaf; Howard University, a privately controlled institution for the higher education of colored youth.

The National Defense Act. The National Defense Act of 1920 extended the educational participations of the Federal Government into the field of military education within the states. By it, the President was authorized to establish units of a Reserve Officer's Training Corps in civil educational institutions. This Act provided for a direct relationship between the Federal Government and those educational institutions benefiting under its terms. It offers without charge the use of federal military teaching personnel and equipment, as well as subsistence pay to students in the advanced course. Certain requirements are made of the institutions which benefit.

Growth of Influence of Departments. Upon the basis of Congressional Acts granting aid to the states, various federal administrative agencies have developed a more detailed regulation of state education by means of departmental rulings, decisions, and interpretations. Such regulation has been necessary for the proper understanding and functioning of federal-aid legislation. It has operated, however, to concentrate in federal bureaus a noticeable degree of discretionary control, both potential and actual, over educational processes in the states.

Influence of Supreme Court on Education. The Supreme Court of the United States has exercised considerable influence upon education in the states by settling and crystallizing many controversies brought to the court by individuals, public and private corporations, and states. Among the questions that have been touched directly or indirectly by its decisions are the following:

How far are chartered, private educational institutions free from interference by a state? May a state interfere with a federal donation to a private educational institution? When is a federal land-grant for education in the power of an institution; when of the state? May the Federal Government exact performance of stipulations accepted by states regarding the uses of land grants? Does the Federal Government have plenary power over territories? Is there such a thing as national citizenship as distinct from state citizenship? Can a state compel parents to send children to public schools only? Can a state be prevented from invading the rights of

parents and children in their attendance upon denominational schools? May a city or state compel vaccination as a condition of school attendance? To what degree may a state or territory interfere with the teaching of foreign languages in the schools? May a state require separate educational institutions for Negro and for white students? May a Postmaster-General deny mailing privileges to fraudulent schools? Is the exercise of the police power by a state valid with reference to education? Does the Fourteenth Amendment interfere with the police power of a state to prescribe regulations concerning education, health, morals, etc.? Is a state assured of the power to create local school districts? May an individual or a state deny the authority of the National Maternity Act upon the basis of the Fourteenth Amendment? Was the federal act prohibiting the interstate shipment of goods made in factories employing children who, therefore, cannot attend schools, declared invalid?

Classification of Federal Activities in Education

The educational activities of the Federal Government may be classified accordingly as they are viewed from the standpoints of organization units, modes of procedure, or nature of action, or population groups served. For the practical purposes of the present study the following grouping of federal responsibilities and activities in education is adopted, combining the criteria of the three types of classifications:

- Education in the States
- Education in Special Federal Areas
- Education of the Indians and Other Indigenous Peoples
- Education in the Territories and Outlying Possessions
- The Training of Governmental Personnel
- Research and Information Service
- International Intellectual Relations

Education in Special Federal Areas. Certain federal areas have been reserved under complete control of the Federal Government. Some have considerable population; others have as few as a single family; some are close to communities with good schools; others are quite isolated. A lack of general policy is manifest when the provisions for education in these areas are examined. In the District of Columbia and the Canal Zone, highly organized school systems are maintained; in some very few cases subsistence or salary is paid for isolated teaching positions; in other cases local or state governments have been allowed to assume these burdens; and in still others, the educational needs of the children have been neglected.

Education of Indians and Other Indigenous Peoples. The Federal Government has special responsibilities to provide for the education and development of the indigenous or native peoples resident in our national domains. These include the American Indians of Continental United States, the Indians, Eskimos, and Aleuts of the Territory of Alaska, and the primitive peoples of the Philippines, the Polynesians of American Samoa, and the Charorros of Guam. The problem is not, by any means, the same for all, but depends upon the degree of necessity for rapid adjustment to western civilization. The ultimate goal is not assimilation in a sense which is completely disregarding of the folkways of these populations. The final purpose is to bring these indigenous peoples into effective economic and social adjustment with the world in which they now live.

Education in Territories and Outlying Possessions. These outlying possessions include the Territories of Alaska and Hawaii, the Philippine Islands, Porto Rico, the Panama Canal Zone, the Virgin Islands, American Samoa and Guam, and certain minor islands. The differences in populations and cultures involved are large, and greatly complicate the problem. In most cases the American white population is not the largest ethnic element. Educational policy and procedure among these areas are characterized by great variety. With regard to finance, the attitude of the Federal Government in these

possessions is largely that of allowing them to support their own schools.

The Training of Governmental Personnel. The Federal Government has made rapid progress in the utilization of personnel training schools. Almost every technical line of preparation is provided, usually by a governmental department itself, sometimes in cooperation with academic institutions of college and university rank. The schooling is usually provided at the expense of the Government, but in some instances the expense is on the student. Sometimes the regular salary or allotment is maintained during attendance and sometimes it is not. In some cases the schools are maintained during regular working hours, and in others, after working hours. In most cases the teaching faculty is recruited from the departmental service, but in many cases they are appointed from outside the service. Attendance at most schools is voluntary, but in a few cases it is compulsory. Great variety of procedure is indicated.

Research and Information Service. Federal participation in dissemination of knowledge, as well as in scientific inquiry, had an early origin. As the federal information service has grown, its character has been somewhat changed. Whereas at first the sole purpose was assistance in proper governmental functioning, later there appeared the additional objective of disseminating information in the interests of public welfare. The information-gathering activities of the Federal Government have progressed from the mere collection and compilation states to the use of more varied modes of research. The

research techniques now employed include: Historical, legal and documentary, financial analyses, statistical, questionnaire, tests, experimentation, case studies, and surveys. The growth and magnitude of federal activity in the field of dissemination are indicated by the operations of the Government Printing Office. The approximate number of copies of documents published increased from 500,000 in 1853 to 99,000,000 in 1929. Charges have increased steadily from \$212,000 in 1853 to \$3,500,000 in 1929. The Library of Congress now contains a collection of 4,292,288 books and pamphlets, 1,206,408 maps, 1,206,408 pieces of music, and 512,046 prints.

International Intellectual Relations. The obligations of a nation within its own political domains are not its only burdens. When invited to participate in international and cultural operations the United States generally participates. Some permanent provisions for international cooperation are also found. Other governments have been far more concerned about cultural understanding and appreciation of their peoples by other nations than has our own. We have not interpreted ourselves and our unique educational organization to other civilizations with which we should have kept in intimate contact. Conversely, we sorely need in this country more comprehensive reports on the advances made by educational research abroad and fuller information regarding the educational practices and successes of other peoples.

N. B. The second installment of this summary will present the data on education in the states, and the conclusions of the Committee in terms of principles and recommendations.

New Books of Value to Teachers

Editor's Note. Professor Treacy calls attention in this review to an important publication in the field of supervision. The character and nature of the book is clearly indicated by description and quotation. Supervision in public education is uneven. Supervision from the office of the diocesan superintendent and from the principal could adapt the excellent programs and techniques of public-school supervision and make very rapid advances, as it were, on the shoulders of the public school. The material is available; a concerted program would achieve the result. Perhaps there should go along with these proposals a program of specific training in supervision.

THE PRINCIPAL AND SUPERVISION

Again we are reminded of the importance with which administrative officers regard their supervisory responsibilities. The *Eighth Yearbook* of the Department of Superintendence of the National Education Association, published in 1930, is entitled "The Superintendent Surveys Supervision."¹ The *Tenth Yearbook* of the Department of Elementary School Principals, published in 1931, suggests the same theme with the title "The Principal and Supervision."² The latter work is really a companion volume to the preceding volume published by the principals' organization, "The Principal and Administration." The three volumes mentioned are all valuable guides for those engaged in school administration and supervision.

A paragraph from the recent yearbook of the principals' organization suggests more fully the nature of the work:

The general arrangement of this 1931 volume follows closely the yearbook of 1930. First, there is the president's challenging message. Then follows the résumé which gives a thought-provoking summary of all the chapters. Toward the first of the yearbook are grouped the more or less philosophical chapters representing various viewpoints on supervision. The bulk of the chapters deal rather specifically with supervisory techniques from the principal's strategic position. Chapters are followed by an annotated and selected bibliography. The index at the end puts a finishing touch upon the entire volume (p. 133).

The fact that over sixty different articles appear, most of

which were written by different individuals, results in the usual repetition, contradictions, and looseness of organization characteristic of volumes prepared in this way. These weaknesses are compensated for by the variety and practicality of the problems discussed, and by the variety and definiteness of the viewpoints presented. The book is not one to be read slavishly from cover to cover; it is, rather, a handbook to which a principal or supervisor may refer in solving the supervisory problems which confront him. Here may be found suggestions written by persons who have submitted their theories to the acid test of classroom use.

The nine chapters cover a wide range of topics. In addition to the usual topics found in books on supervision we find articles on guidance, reports to parents, curriculum construction, assignments, and methods for different subjects. The range of content is indicative of the broad interpretation now given to "supervision," which savors little of the narrow, inspectorial, and administrative connotations associated with the word a quarter century ago. This review is concerned only with those portions of the volume which pertain to the general problems of supervision.

The Principal Becomes a Supervisor

Morrison sees the following steps in the development of the principalship:

... the one-teacher, one-district school; a city's educational needs served by a number of such schools; the growth of this one-room, one-teacher school into a number of schools under one roof, and the appointment of a head or principal teacher; experimentation with the Lancastrian System; the struggle for free public schools; the gradual evolution of the superintendency; the development of the graded system; the rise of the high school; the beginning and development of central-office supervision; and more recently the rise of the elementary-school principal as a professional leader (p. 155).

The development of central office supervision is especially interesting:

¹Published by the Department of Superintendence of the National Education Association, 1201 Sixteenth Street N. W., Washington, D. C.

²Published by the Department of Elementary School Principals of the National Education Association, 1201 Sixteenth Street N. W., Washington, D. C.

Witnessing the above conditions (lack of trained principals), the new superintendent, ambitious, interested in the welfare of children, none too certain of the length of his tenure, realizing that principals were entrenched in their positions, resorted to supplying supervisory leadership through the appointment of supervisors in his office. At once we have development of general and special supervision, with principals left largely to themselves in the control of discipline, the performance of clerical duties, the exercise of petty executive detail, and their own classroom teaching (J. Cayse Morrison, p. 158).

Gradually there developed a trend from central-office supervision to supervision by principals. This necessitated freedom from teaching duties by the principals, a battle only recently has been won. But, does freedom from teaching duties make principals into supervisors? Morrison is skeptical:

Apparently, in the larger schools, the struggle for freedom from teaching obligations, is fairly won, but can we say that the principal thereby has gained the right to be classed as a supervisor? In Cox's study it was found that 16 per cent of the 705 principals had had no training above high school. Thirty-three per cent had never studied any professional course whatsoever. Only 36 per cent had studied any course in supervision. Only 51 per cent had pursued any course in administration and only 65 per cent reported courses in general methods or educational psychology. Fifty per cent had taken no summer or extension course in the seven years preceding the survey. With these facts in mind one wonders how many of the 66 per cent who had their time free for teaching duties were really qualified to render teachers any supervisory assistance (Morrison, p. 159).

The past ten years have been especially significant in the development of the principalship, due, no doubt, to the organizing in 1920 of the Department of Elementary School Principals of the National Education Association.³ There is now a strong trend toward making the principal not a head teacher, a clerk, or a disciplinarian, but the real head of the school, responsible for everything that goes on in his building. Note Morrison's interpretation of "principal":

The use of the word *principal* should be restricted to the administrative head of a school or schools who is primarily responsible for the supervisory direction of the instructional activities of the teachers in said school or schools. Where it is necessary to retain small buildings, they should be in charge of a head teacher or assistant principal who works with the principal. Only through such an arrangement can most communities afford a salary schedule commensurate with the talent required, the clerical help and other expense necessary for the most effective supervisory functioning, and provide a work large enough to challenge the best effort of men and women of large abilities. To be considered for appointment to a principalship a candidate should have (1) ability as a superior teacher, (2) capacity for leadership among teachers, patrons, and pupils, and (3) special preparation for the work of supervisory and administrative leadership (Morrison, p. 161).

The Field of Supervision

Any program of supervision must begin with definite conceptions of education, the function of the school, and the learning process. Hillegas summarizes his views regarding the first two of these in one paragraph:

The purpose of education is growth. This the school undertakes to bring about through learning. However, learning, like the growth that results from it, is a self-active process. The learner must act for himself. No one can learn for him. The school can do no more than arrange conditions so that learning takes place. The best school, therefore, is the one that makes such provisions as will make learning most efficient (Hillegas, p. 165).

Supervision, according to Hillegas, is for the purpose of improving instruction. This improvement must be direct, however, because "the moment the supervisor attempts to assume the responsibilities that belong to the teacher, confusion and inefficiency are certain to arise." The responsibilities of a supervisor take three different forms: "First, he

may be expected to contribute to making and revision of courses of study. Here he deals directly with the development and organization of the materials that the pupils are expected to learn." Second, the supervisor may be expected "to investigate and experiment with ways of learning." Hillegas is not very optimistic about the contributions which educational psychology can make in this field. He says:

It is one of the anomalies in education that the learning process remains a matter of uncertainty. The psychologists who might be expected to settle the question are divided into groups that often assume the character of hostile camps. Teachers or supervisors who receive their training in one institution will hold ideas that are directly contradicted by those who have attended some other institution.

In all of this uncertainty regarding the way in which learning takes place, teachers and supervisors are compelled to act. Learning cannot be delayed until there is agreement as to the exact way in which provision for learning should be made. There grows out of this situation a demand for help such as the supervisor can render (Hillegas, p. 169).

A third important aspect of the supervisor's duties "is connected with the diagnosing and improvement of learning in the classroom. There is at present no better name for this service than 'classroom supervision.'"

The Need of Supervision

Gerling states typical reasons why supervision is necessary:

Usually a course of study adopted for the system sets forth objectives that are to be realized. Only through competent supervision can the realization of these objectives be furthered and ascertained. Frequently new activities enter the school curriculum. Only through supervision can the most effective reaction of teachers be assured. School systems are confronted with the task of inducting new teachers into their service. Only through supervision can competent aid be given to new teachers in this process of adaptation (Gerling, p. 175).

He could have mentioned the inadequate training with which a large number of teachers begin their work; and the severe consequences which follow when a new teacher fails during the first few weeks of her work.

The Organization of Supervision

There are two main sources of supervision in a public-school system, (1) the superintendent's office, and (2) supervision through the principal. The yearbook being reviewed emphasizes the latter type of supervision. Gerling's statements voice the opinions of most principals:

The principal spending full time in the school building necessarily becomes more acquainted in detail with the interrelation of various problems in the school than any occasional supervisor can become. He knows better than any other supervisory agent the limitations under which the teacher is working and the facilities which may be placed at her command. One cannot escape the conclusion, therefore, that the principal constitutes the central figure in any supervisory scheme. . . .

In the larger school systems it is sometimes necessary to have between the principal and the superintendent the office of district or assistant superintendent. This fact does not change vitally, however, the status of the school principal. The authority vested in the superintendent by the board of education is still delegated through the district or assistant superintendent to the principal, who thus becomes the chief supervisor as well as the administrator of the local school. All of the grade and subject specialists afforded by a school system are in the position of aids to the principal who stands in the line of authority assisting him to discover needs and to apply remedies in their respective fields of instruction (Gerling, pp. 176-177).

Coöperative Supervision

A keynote running through the entire volume is that supervision should be a coöperative enterprise. Note the means and precautions suggested:

The nature of the supervisory process is such that results are achieved most effectively through coöperation. Only in extreme

³Membership in the Department is \$3 a year. The payment of the fee entitles one to receive: (1) three 64-page bulletins of the Department, (2) a 500-page yearbook, and (3) five issues of the *Research Bulletin* of the National Education Association.

cases where the welfare of the learners is clearly jeopardized is the use of authority clearly justified. Even then it must be regarded as a last resort and not a commendable method (Hillegas, p. 169).

Teachers formed a significant source of assistance. Seventeen per cent of all the help received by teachers was given by other teachers, an amount greater than from any other source except the principal. It is well for the principal to realize the importance of this teacher help in order to give proper direction to its wise use with young and inexperienced teachers (Conner, p. 229).

A council of five or six more able teachers in a school to work out plans with the principal gives him a representation of ideas from the school as a whole. These teachers are frequently far more familiar with actual conditions in the classroom than the principal can possibly be. Their participation in the selection and guidance of policies for the school secures a confidence from the whole school.

Division of all the teachers in the school into various committees, each of which works on a particular problem that confronts the school, again provides for group participation that engenders confidence in the conclusions and recommendations that are given to the teachers. The principal should meet with each committee from time to time. He should confer with the chairman of each committee previous to a meeting, and should receive a copy of the minutes or record of the proceedings. Results of the work of the committees should be presented to all of the teachers at general teachers' meetings for open discussion. In this form of teacher participation, the success or failure of the plan depends upon the teachers who are selected as chairmen and upon the leadership that the principal displays (Thomas, p. 186).

Too often the phrase "democracy in school control" is interpreted by teachers and principals to mean participation in administrative details. Real democracy is attained when teachers share in shaping the professional program of the school. The plan of delegation of duties at the Gladstone school aimed, therefore, at both economic centralization of administrative detail and wide participation by teachers in the professional policies of the school (Pierce, p. 211).

Principles of Supervision

Nearly every writer included some statements which could be regarded as principles of supervision. A few will suffice to indicate the general tone of these principles:

The teacher's procedure must be judged in accordance with his own purposes. The failure of supervisors to take the teacher's purpose into consideration has been a prolific source of dissatisfaction. Naturally a procedure that is adapted to realize one purpose may not be suitable for the realization of a different one. There is the danger of criticizing the procedure when the purpose itself is at fault (Hillegas, p. 171).

In solving an instructional problem, the principal cannot dictate any best method for the teacher to use. Even though the method may improve the teacher's procedure, better results may be secured if the principal and teacher work out a solution which is the joint product of their careful considerations (Thomas, p. 182).

We give considerable time now to studying the individual differences of children and attempt to make provision for them. Too little, however, do we recognize these differences in teachers. We expect them to do a piece of teaching that requires ability to do a great many different things, and their success depends on how well they are able to do all of them. Teachers' abilities are not alike. Attention paid to their special talents and to providing opportunity for their use is often the means of developing skillful professionally alert teachers out of indifferent discouraged ones (Curren, p. 210).

Principals who guard school procedures zealously so that the all-round development of children is assured often make no such provision for the development of the individuality of teachers. If the growth of childhood is to be assured, is it not necessary to free teachers so that they, too, may grow into well-rounded, wholesome men and women, living continuously healthier, richer lives? (Stone, p. 243.)

Teachers desire in a principal the same qualities which children desire in a teacher—fairness, honesty, kindness, personal integrity, professional ideals, the spirit of growth, poise, and, last but not least, a sense of humor with which to see not only school situations but himself. Teachers should know that no one but a paragon could have all these qualities (Stone, p. 248).

Teaching is thus becoming more truly one of the learned pro-

fessions endowed with their privileges and charged with responsibilities. Supervision, if it is to retain its place, must adapt itself to this advanced type of preparation in the teachers. It means that the supervision, in order to be effective, must be inspiring, must exhibit a spirit of coöperation, and must be characterized by an unmistakable recognition of the important position that the teacher occupies (Gerling, p. 175).

Evaluating the Work of a Principal

Principals and supervisors use definitely formulated standards in evaluating the work of their teachers. Why not such standards for evaluating their own work? Taylor's list is suggestive:

1. If fighting, boisterous and objectionable language have been reduced, and the pupils as a whole are thought of as being courteous, quiet, orderly, with a regard for the rights of others and a respect for public and private property, the principal and his faculty may be encouraged in their work and know that something is being accomplished.

2. If the standard of cleanliness, neatness, and good order of the pupils is commensurate with what should be expected for the type of community, it may be considered that the school's program for promoting cleanliness and good health habits is succeeding.

3. If the children are prompt, and unnecessary absence reduced to a minimum, it is safe to assume that the children are being taught their personal responsibility for promptness and reliability.

4. If a spirit of good will and coöperation exists between pupils and teachers as evidenced by mutual respect and courteousness and a desire on the part of faculty and students to work together in an effective, harmonious fashion, it is evident that a desirable *esprit de corps* has been developed.

5. If parents, visiting teachers, and others are received in a friendly, cordial manner, and have their needs met in a courteous way, it can be judged that training for effective living in our complex social order is receiving due consideration.

6. If it can be shown by standard and other forms of diagnostic or inventory tests that the classes and individuals are measuring well up to what can be expected within their mental-range limitations, it is reasonable to assume that the principal has brought together and developed a faculty with adequate training, sound educational standards, and fine professional spirit.

7. If the procedure and policies devised by the principal with the approval of the superintendent are meeting the individual needs of children as evinced by the approval of parents, the satisfaction of the teachers, and the progress of the pupils, it indicates that this phase of supervision through administrative devices is reasonably successful.

8. If the members of the faculty are growing in classroom technique, instructional skill, and the professional feeling, the principal has a right to be happy in the success of that phase of the supervisory program.

9. If, for the most part, the pupils are succeeding in their school-work, and after leaving the elementary school the pupils seem to enjoy coming back to visit former teachers, or attend programs of the school, both the teachers and the principals are justified in thinking that their work has not been in vain.

10. If educational policies, administrative procedures, and supervisory methods of the school are being adopted by others, the faculty has a right to feel encouraged (Taylor, pp. 560-561).

Selected References on Supervision

Anderson, C. J., Barr, A. S., and Bush, Maybell, *Visiting the Teacher at Work* (New York: D. Appleton and Co., 1925), 382 pp.

Suggestions on how to study the teacher's work. Particularly helpful on classroom visits and conferences.

Ayer, Fred C., and Barr, A. S., *The Organization of Supervision* (New York: D. Appleton and Co., 1928), 397 pp.

An analysis of the organization of supervision in city school systems.

Barr, A. S., and Burton, W. H., *The Supervision of Instruction* (New York: D. Appleton and Co., 1926), 626 pp.

Covers the general problems and principles of supervision.

Burton, W. H., and others, *The Supervision of Elementary Subjects* (New York: D. Appleton and Co., 1929), 710 pp.

Contains chapters by leaders in the different fields of elementary education.

Collings, Ellsworth, *School Supervision in Theory and Practice* (New York: Thomas Y. Crowell Co., 1927), 368 pp.

Gist, Arthur S., *Elementary School Supervision* (New York: Charles Scribner's Sons, 1926), 308 pp.

Hillegas, Milo B., *The Elements of Classroom Supervision* (Chicago: Laidlaw Bros., 1931), 234 pp.

Kyte, George C., *How to Supervise* (Boston: Houghton Mifflin Co., 1930), 468 pp.

Concise, practical.

National Education Association, Department of Superintendence, "The Superintendent Surveys Supervision," *Eighth Yearbook* (1930), 472 pp.

A carefully organized and well-written yearbook which covers most of the research which has been done on the general problems of supervision.

National Education Association, Department of Supervisors, and Directors of Instruction, *First, Second, Third, and Fourth Yearbooks* (New York: Bureau of Publications, Teachers College, Columbia University, 1928, 1929, 1930, 1931).

Each yearbook, of about 300 pages, contains many helpful suggestions on the coordination of supervision.

Nutt, Hubert W., *Current Problems in the Supervision of Instruction* (Richmond, Virginia: Johnson Publishing Co., 1928), 538 pp.

Emphasizes the functions of supervision.

Stone, Clarence R., *Supervision of the Elementary School* (Boston: Houghton Mifflin Co., 1929), 573 pp.

A few general chapters on supervision are followed by specific methods in the supervision of elementary-school subjects.

Uhl, Willis L., *The Supervision of Secondary School Subjects* (New York: D. Appleton and Co., 1929), 673 pp.

Contains chapters by leaders in the different fields of secondary education.

—John P. Treacy, M.S.

Educational Psychology

By W. S. Monroe, J. C. De Voss, and George W. Reagan. Cloth, 608 pp., illustrated. \$2.50. Doubleday, Doran and Company, Inc., Garden City, N. Y.

This book is for use in the first course in educational psychology, although portions of it appear somewhat difficult for that purpose. The aim is to aid the teacher in understanding children, in order that he or she may thereby understand the learning process, and hence be able to direct efficiently the learning of children. While the authors state that they do not follow any special system of psychology, the core of the book, the chapter on the learning process is based upon Thorndike, and there is evidence throughout of a tendency toward behaviorism.

A complete survey of educational psychology is not presented, since many subjects traditionally considered in educational psychology are omitted and many topics are treated briefly. The opening chapter contains an enlightening survey of the history of educational psychology. The chapter on mental hygiene presents a good summary of that field. The final chapter, entitled "How to Study Pupils," is a unique consideration of the problem of diagnosis and remedial work. A desirable feature is the adaptability of the book to the training of teachers for both the elementary and secondary schools, since a chapter is devoted to the psychology of elementary-school subjects, and another to the psychology of high-school subjects.

The tempered caution evident in Professor Monroe's previous works is found in this volume. The student is cautioned not to adopt too soon the new, but not yet wholly proved, conclusions of educational psychology.

An adequate system of footnotes, references, and learning exercises aid the student to integrate his learning. The text supplies considerable statistical evidence of the advances made in educational psychology. A technical vocabulary of more than two hundred terms is used with precise meanings throughout the book. The topics considered in this work are treated adequately. The book is marked by a simplicity and a clarity of style that are distinctive. —William A. Kelly.

Practical Study Aids

C. Gilbert Wrenn, Stanford University Press, Stanford, California. This book provides study, etc., to increase the subject mastery of college students and to reduce subject failures. The end to be achieved, it is pointed out by the author, may be attained by attention to reading habits, time budgeting, and to general study procedure. The book includes tested directions, suggestions, and helps for improving working conditions for study.

My Candle and Other Poems

By Mother Francis d'Assisi. Cloth, 66 pages. \$1. Benziger Brothers, New York.

A charming little volume of spiritual poetry. Mother Francis has struck upon some unusual and very pleasing verse forms, which fit admirably the thought conveyed. Her language is simple but she achieves some striking effects. The book affords an hour of reading full of delight and spiritual value.

Drills in English

By George B. Woods and Clarence Stratton. 100 Drills. Paper bound. Accompanied by 22 diagnostic and achievement tests bound separately. Doubleday, Doran & Co., Garden City, N. Y.

The drills, which cover all the ordinary principles of composition, consist of faulty sentences to be corrected, parts of speech to be recognized, decisions to be made regarding the correctness of sentences, etc. References are given to Woods and Stratton's *A Manual of English*, Greever and Jones' *Century Handbook of Writing*, Hitchcock's *High School English Book*, Lewis and Hosc's *New Practical English*, Ward's *Theme-Building*, and Woolley's *New Handbook of Composition*. A Grade Chart for the student's record of his progress is included.

St. Joseph

By Maurice Mescher, S.J. Translated from the German by Andrew P. Ganss, S.J. Cloth, 140 pp. \$1.25. B. Herder Book Company, St. Louis, Mo.

This is a very fine treatise on St. Joseph. The first part discusses the Saint in his relation to the life of Christ; the second part, in his relation to the life of the Church. The translator's work has been so well done that the book gives no evidence of being other than an original. The book is a type of the newer religious literature—deeply devotional without any trace of false sentiment. Such works as this will promote a sincere love and veneration for things religious.

Fundamentals of Advertising

By Edward J. Rowse and Louis J. Fish. Cloth, 239 pp. \$1.32. South-Western Publishing Co., Cincinnati, Ohio.

This is a 1931 printing of a well-known work issued in 1926. Intended for high-school pupils and business people, it aims to prepare students to handle the advertising of small businesses, to enter the advertising field, to appreciate good advertisements, and to understand the principles of advertising. The course is made concrete, the illustrations are well chosen, and training in practical copywriting is included. Each chapter is followed by questions based on the text and also thought questions. A chapter is devoted to radio advertising. A Teachers' Manual to accompany the text adds to its value for classroom use.

Condensed Rules for English Composition

By M. E. Gray. Paper, 41 pp. Gregg Publishing Co., New York.

Summarizes rules of punctuation, grammar, and composition with an appendix on correcting compositions. Rules brief and to the point. One or two examples given for each rule. Very practical for high-school and office use.

Directed High School History Study

By Alice Magenis and Madeline F. Gilmour. Paper, 188 pp. 8 by 10½ inches. Illustrated. World Book Co., Yonkers, N. Y.

This is an outline, guide, and workbook for the study of history from prehistoric times to the present day. Each lesson is preceded by page references to several popular textbooks and reference or source books. Then follow questions or exercises based on these text references, reviews, and a list of general readings. Numerous illustrations are provided. There are 25 outline maps, most of them of full-page size.

The Nature and Treatment of Stammering

By E. J. Boome and M. A. Richardson. Cloth, 143 pp. \$1.50. E. P. Dutton & Co., New York.

The authors, who are respectively a medical officer and a remedial teacher of stammering children in London, England, discuss the causes and symptoms of stammering and other speech defects, and recommend a variety of treatments based upon the causes and environment. The book has a common-sense point of view and is addressed not only to special teachers of stammerers but also to principals and teachers in elementary and secondary schools where no special classes can be organized.

Transcription Drills

J. Walter Ross. Cloth, 192 pp. The Gregg Publishing Company, New York.

These drills provide nearly 200 lessons in transcribing English text into shorthand and shorthand notes into English text. The author holds that it is important for improving the ability of the student to emphasize punctuation, paragraphing, spelling, and vocabulary because much of the skill in shorthand depends upon a thorough understanding of English and ability to write clearly.

Gregg Shorthand — Junior Manual

By John Robert Gregg. Cloth, 224 pp. The Gregg Publishing Company, New York.

This manual is a radical departure from the older, earlier texts. While the principles of shorthand as explained in the book are identical, the work is presented simply in brief units and on a level which can be reached by children in the junior high school. The author holds that these beginners should learn shorthand not as a vocational subject but as an exploratory subject. The lessons are arranged to bring out the pupil's aptitude or lack of the same and to enlarge his vocabulary and strengthen his ability to write correct English.

General Business Science — Part III

By Lloyd L. Jones and James L. Holtsclaw. Cloth, 228 pp. Gregg Publishing Company, New York.

This section of the authors' larger work takes up personal finance, home budgets, and home financial records, and farm and small-business records and accounting.

Understanding Advertising

By Raymond Hawley and James Barton Zabin. Cloth, 160 pp. The Gregg Publishing Company, New York.

An explanation of the principles and practices of advertising as understood in the United States.

Gregg Typing

By Rupert P. SoRelle and Harold H. Smith. Cloth, 272 pp. The Gregg Publishing Company, New York.

A complete test and drill book.

Lives in the Making

By Henry Neumann. Cloth, 384 pp. D. Appleton & Co., Brooklyn, N. Y.

This book is a statement of aims and ways of character education by an instructor in education and ethics in the Ethical Culture Schools. He holds that religion is not necessarily associated with moral education.

Silent-Reading Work-Book

By Laura A. Neprud. Paper, 96 pp. Scott, Foresman and Company, Chicago, Ill.

This work-book is intended to supply test and drill material to accompany the Cathedral Basic Readers, Book Two.

Your Child and His Parents

By Alice C. Brill and May P. Youtz. Cloth, 353 pp. Published by D. Appleton and Company, New York.

This is a textbook for child-study groups and has been developed by the authors in college classes and in parent-and-teacher groups.

Medal Stories

By the Daughters of Charity. Cloth, 249 pp. Brown-Morrison Co., publishers, Lynchburg, Va.

The Sisters at St. Joseph's College, Emmitsburg, Md., have collaborated in preparing this supplementary reader for grade three. Each of the nine stories is based on fact and urges the practice of one of the virtues.

The Ave Maria Hymnal

Vol. II, Liturgical Section, by Rev. Joseph J. Pierron. Organ Book, cloth, 10¼ by 8 inches, 112 pp. \$3.50. Voice Book, paper, 7¼ by 5 inches, 159 pp. 56 cents. Bruce Publishing Company, Milwaukee, Wis.

A complete liturgical hymnal arranged especially for children's choirs. As in Vol. I, Father Pierron has carefully arranged much of the music to include the harmony and to adapt the music to the American voice.

Our Book World

By Florence P. Tuttle. Paper, 64 pp. 32 cents each. Longmans, Green & Company, New York. These workbooks are intended to act as a source book on readers. In addition to specific reading abilities, they are intended to improve hand skills and to provide a common source of interest in play and work.

The Irish Sparrow

By Will W. Whalen. The White Squaw Press, Orrtanna, Pa. A comedy in four acts suited to parish theatricals.

Our Brothers

By Brother Ernest, C. S. C. Cloth, 186 pp. \$1.40. Scott, Foresman & Company, Chicago, Ill.

This book consists of concise accounts of the origin and labors of the brotherhoods which are active in the United States. The book will serve as source material for vocational guidance and will be found especially helpful in religion classes.

A Survey of a Sight Saving Class

E. T. Myers. National Society for the Prevention of Blindness, New York, N. Y. A study of the special educational work carried on with children unable to profit from the conventional school procedure.

Franciscan Almanac, 1932 Edition

Paper. Franciscan Magazine, Paterson, N. J.

How to Own Your Home

A handbook for prospective home owners. Prepared by J. M. Gries and J. S. Taylor. Building and Housing Publication Bh-17, August, 1931. U. S. Department of Commerce, Washington, D. C. Useful for civics and home-economics classes.

Michael Faraday

A selected list of books and periodical literature compiled by the Applied Science Department of Pratt Institute Free Library, Brooklyn, N. Y. Apropos of the centenary of Faraday's discovery of electromagnetic induction, September 24, 1831.

Biennial Survey of Education in the U. S.

Chapter III, Secondary Education, by Carl A. Jessen. Paper, 23 pp. U. S. Government Printing Office, Washington, D. C.

The Way Back Home

By Daniel A. Lord, S.J., Paper, 32 pp. Queen's Work, St. Louis, Mo. A discussion of the attitude of boys and girls toward their homes.

Science in the World Today

Book lists of 27 scientific subjects. Prepared by the American Association for the Advancement of Science, the Smithsonian Institution, Washington, D. C. This series of booklets is distributed without cost and will be found valuable for the use of teachers and librarians. The lists take up the history of science, mathematics, astronomy, meteorology, physics, chemistry, animal life, etc.

Teacher's Guidebook for the Cathedral Basic Readers, Book Two

By Rev. John A. O'Brien. Paper, 237 pp. Scott, Foresman and Company, Chicago, Ill.

This is a revision of the teacher's guidebook for the Elson Basic Readers, Book Two.

Textes Francais

By Paul F. Saintonge and E. M. Armfield. Cloth, 98 pp. The Stratford Company, Boston, Mass.

A beginner's book using the direct method.

Principles of Economics

By Arthur L. Faubel. Cloth, 544 pp. List price, \$1.60. Harcourt, Brace and Company, New York.

This is a revised edition of a book first issued in 1923. It presents the subject on the senior-high-school and junior-college level.

A First Reader in Spanish

By Nina L. Weisinger and Marjorie C. Johnston. Cloth, 158 pp. Published by Doubleday, Doran and Company, Inc., Garden City, N. Y.

A reader for first year of high school.

Some Aspects of the Social Sciences in the Schools

Paper, 176 pp. \$2. McKinley Publishing Company, Philadelphia, Pa.

This is the first yearbook of the National Council for the Social Studies and includes papers on current problems of teaching history.



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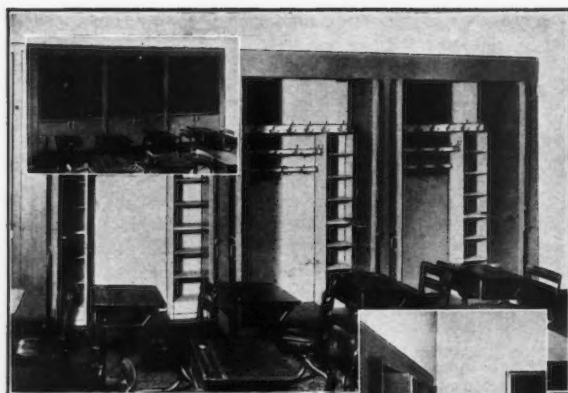
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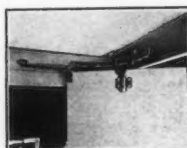
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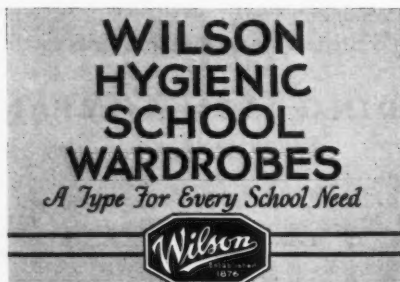
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Catholic Education News

URGES MORE SUPERVISORS

In his report for the year ending June 30, 1931, Very Rev. Wm. F. Lawler, diocesan superintendent of schools of the Diocese of Newark, N. J., takes the opportunity of stressing the great necessity of each teaching community's furnishing an adequate number of well-qualified community supervisors to work in coöperation with the office of the diocesan superintendent. Besides visiting every school under their charge often enough to give necessary help to teachers and inspiration to both teachers and pupils, these supervisors, it is pointed out, should participate in such work as formulating final-examination questions and the submission of recommendations for the course of studies. During the present year, the subjects of arithmetic and history are to receive special attention in contemplated changes in the curriculum.

The superintendent's recommendations for the teaching of religion put special emphasis upon the inculcation of accurate, clear-cut knowledge and understanding of Catholic doctrine. The catechetical form of instruction, he says, should form the basis of the teaching, while other devices and interests should be used as aids or amplifications. Most Rev. Bishop Thomas J. Walsh has established several Christian-doctrine centers in the diocese where particularly competent priests give weekly lectures to large groups of teachers on the teaching and understanding of the Faith.

The report shows an enrollment in the schools of the diocese, including pupils in the commercial and classical courses of the high schools, of 84,576 at the end of the year, an average daily attendance of 77,715, and a total enrollment of 88,309. These figures show an increase of attendance at the end of the year over that of the preceding year of 1,212 and a total increase in enrollment of 1,805. In addition, there were, at the close of the year, 1,743 pupils in institutional schools.

Four new schools were established during the year, seven new buildings were completed, three buildings were in course of construction, and high-school courses were inaugurated in three schools. A problem of shifting population is presented due to the fact that there was a population gain of 1 1/2 per cent in the schools of the entire diocese and a gain of 5 per cent in that of Bergen county which surrounds the metropolitan district.

GOOD REPORT FROM CHICAGO

Rev. D. F. Cunningham, superintendent of the Catholic parochial schools of Chicago, Ill., in a report covering the school year from September, 1930, to June, 1931, has indicated that the Catholic schools have carried on vigorously in spite of the depression. The parents and teachers willingly shared in the sacrifices, and the teaching Priests, Brothers, and Sisters have displayed great loyalty and zeal for Catholic education. Parents during the year made every effort to keep their children in Catholic schools, and where some found it impossible because of unemployment to pay tuition, the pastors have admitted the children free of charge.

The statistics for the school year reveal that in the high schools, a total of 19,223 students have been enrolled. This is an increase of 558 students over the previous year. No new high schools were opened, so that the increase had to be taken care of in the already existing schools. Quigley Preparatory had the largest pupil increase, 115 pupils, and De LaSalle was next, with an increase of 85 pupils. A total of 31 additional teachers were added to the teaching staff in the high schools.

In the elementary schools, two new schools were opened during the year, as compared with seven in the year previous, and ten in 1928-29. One school was discontinued as a grade school and became a high school.

(Concluded on page 17A)

(Concluded from page 16A)

The enrollment in the schools outside of the city revealed an increase of 414 pupils, while the schools of the city decreased to the number of 3,056. In the elementary schools, the largest loss was in the first grade, where there were 1,162 fewer pupils. The kindergarten showed an increase of 97 pupils, while attendance in the second to the sixth grades decreased. The eighth grade had an increase of 786 pupils and the seventh grade of about 574 pupils. There was an increase of 198 pupils in the two-year commercial courses conducted in some of the grammar schools.

The report showed a combined enrollment in the elementary department in and out of the city of 175,380, as compared with 178,022 last year. This loss was partly compensated for by the increase of 558 pupils in the high school.

A total of 16,249 pupils were graduated from the eighth grades last June. This was an increase of 505 over the previous year. Of this number, 6,459 entered the Catholic high schools, while 6,424 entered the public high schools and 3,666 failed to continue their studies in any high school. A far greater number of graduates entered the public high schools during the year, due to the inability to obtain work and the urge to continue their education in the high school. Only 3,366 students failed to continue their education during the year, as compared with 4,185 the previous year, a difference of 819 pupils.

WILL MEET IN ST. LOUIS

The Western Arts Association will hold its annual convention at St. Louis, Mo., May 3 to 7. The general theme for the convention is to be "Social Significance in Art Education." The program includes general and sectional meetings on art, home economics, and shop subjects. An art exhibit and a commercial exhibit have been arranged. Information about the convention is obtainable from Mr. Harry E. Wood, 5215 College Avenue, Indianapolis, Ind.

CATHOLIC ACTION

The purpose of Catholic Action in Catholic Schools was somewhat clarified by the words of Rev. Daniel A. Lord, S.J., at the Missouri conference for Catholic teachers held at St. Louis University, December 28-29. Father Lord said:

"Some educators are quite satisfied if they can get the boys and girls to go to Mass on Sunday and stay away from serious sin. With this idea they are not going to get away from what they should, or approach what they should. An ideal must be something for which we keep striving all our lives. If it isn't that, then the ideal is not worth striving for. The Holy Father holds up this ideal: that the work of every boy and girl in school is to bring Jesus Christ into the lives of men physically, spiritually, and mentally. That is your work, the work that should be communicated to all the students."

ADVANTAGES OF REGIONAL CONVENTIONS

Many favorable comments have been passed on the work accomplished at the conference for Catholic teachers of Missouri and the neighboring territory held under the auspices of the school of education of St. Louis University, December 28-29. One community supervisor has written:

"It seems to me that these regional meetings have specific values not found at the convention of the N.C.E.A., especially since comparatively few of our Sister teachers are able to attend the latter; and then, too, the problems for discussion vary with the different localities."

CORRELATION WITH ART

A student of art, not being able to secure a position as an artist, accepted one as a teacher of history. He taught history by having the students draw representations of the lessons, a rather unique device which proved successful. This incident was related by Mr. J. Francis James in a lecture on art to the students of Teachers' College at the Catholic University.

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The Fireside Schoolma'am

By Ella Frances Lynch

"If each of us would sweep the street in front of his own house, the whole street would be clean," says a Chinese proverb. This admonition out of the contemplative East will point the moral of the National League of Teacher-Mothers, which is fostering a world-wide movement to enlighten parents concerning their duty and privilege as the true educators of their children. This long-considered project has received fresh impetus from China's request for help in outlining a practical course of training for Chinese mothers in the home, and from Belgium's invitation to cooperate with her Ligue de l'Education Familiale in the instruction of parents everywhere for their mission as educators.

If the right training of children were generally understood and faithfully practiced, our chief problems would be solved normally by the fostering in early childhood of the habits which constitute upright character. The reformation of human beings is a difficult, complicated, expensive, and uncertain process, whereas the forming of characters during the plastic years is a simple process of wise parental guidance and control, as inexpensive as it is heart-satisfying, and as certain of success as any known undertaking. Among serious thinkers there is little divergence of opinion on this subject.

Without some reference to a crime problem, the magazine article of today presents an unfinished mien. We understand from the newspapers that there is such a problem and that our ablest criminologists and penologists are completely baffled by its solution. After an analysis of Chicago crime it is reported that eminent authorities have placed the blame for lawlessness on low mentality; furthermore, that the New York State Committee on Mental Hygiene asserts there are in New York City public schools 100,000 mentally deficient children, or one tenth of the entire enrollment. The remedies proposed range from shoals of psychiatrists to funds from philanthropists, and from centralized bureaus to "properly sensitized" school superintendents. Many of the solutions appear to the unsensitized cynic quite as dynamic as the recent world-shaking discovery that left-handedness is related to the curve of a person's hair.

That one tenth of our children are congenital mental defectives will not be granted by responsible students of human life. It is usual and convenient to speak of "mental defectives" as of poor human beings handicapped from birth by an organic deficiency of brains, but many authorities on the subject do not so regard them, declaring that very often mental deficiency is wholly due to parental neglect. Lack of development of the will and the emotions results in a lack of balance, in wrong mindedness, that cannot be remedied by schooling, segregation, courts, clinics or other common reformatory agencies. More than any or all other causes combined, the source of delinquency is parental negligence and incompetence. *The only real and lasting solution is the discipline of religion, obedience and work, through which is formed a character sturdy to resist temptation.*

The National League of Teacher-Mothers was not invented primarily to check a crime wave, but to attune the mind and heart of childhood to joyous learning and more abundant life. Twenty years ago the percentage of school failures was more spectacular than since our adjustment of the system to the gait of the unwilling, the unprepared, and the unbalanced, so that the writer, who had had little contact with schooling and a great deal with books, was appalled and mystified by the repellent armor which learning seemed to wear for many pupils. When questioned as to the cause, college heads faulted the high school for the lack of application and puerility of attainment in its graduates; high-school teachers declared it impossible to pour high-school subjects into minds that had

not opened to grammar-school instruction; while every grade teacher blamed her failures on the rank below.

Then I opened a school of individual instruction and continued the effort to find out why bright children so often fail. I soon learned that trying to instruct the children of delinquent parents is not unlike the housewife's effort to knead into a batch of resisting dough the yeast she neglected to incorporate at the beginning. One generalization I shall venture to make: *The smallest percentage of school failures comes from old-fashioned homes where old-fashioned discipline and training prevail.* Successful pupils have had their minds formed for learning before being sent to school.

The next step was to broadcast a request for parents to educate their children at home, supplementing it with a highly injudicious invitation to them to write to me for help. The volume of appeals for advice was convincing refutation of the slur that parents do not want to educate their children; that they only want to palm them off on the school. Many letters were from parents who thought they could buy a patent process—"send me full instructions by return mail for educating my child at home"—while others appended "without cost or obligation to me." Others needed only a teacher's word to reassure them, and proceeded to educate their children in a manner entirely satisfying to local school heads even long after the age of school compulsion.

The results of this experiment in training parents by correspondence may be summed up briefly: Of 75,000 children educated by their parents before being sent to school, none has been labeled a school failure; none has gone down before the crime wave.¹

Though the best minds are studying the industrial, commercial, maritime and financial betterment of the country, the future of America will be what the parents of today make it. As the family is the real social unit, acting on the formation of individual character more than all other influences combined, it is evident that the general well-being depends principally on perfecting that unit. In fulfilling their mission as educators, parents are not encroaching upon the territory of either church or school or state; they are merely fulfilling the rôle of the most ancient of social institutions: the family.

Our aim, then, is to surround the earth with learning by way of the homes. The experimental stage has been passed without a single casualty. For thirty years the Belgian Ligue has functioned successfully, and now places itself at the disposal of all for information and material. The National League of Teacher-Mothers has been in active correspondence with parents for more than fifteen years, helping to educate children from infancy to adolescence. The combined experience of 45 years in this rich field, supplemented by wisdom gleaned from both the living and the deathless, should be made available to all parents.

Rather than create new organizations it is proposed to cooperate with existing groups that can undertake systematic work. We hope to have the cooperation of the churches, the Mothers' Union of Great Britain, the United Irishwomen, and so on. Individuals may benefit by the plan without joining any group. The work is essentially preventive, and it addresses itself to private initiative.

The financial outlay should be comparatively modest. Our League has never countenanced the purchase of special equipment or devices or sets of books for the home school, but has sought to develop the seeing eye, the constructive imagination, which finds informative material in natural surroundings and everyday objects. The work is nonsectarian, sponsored by a committee representing various countries as well as the great religious faiths. Details are a matter of individual election. Only in the really few essentials of our great objective need we be in full agreement.

¹If this were shown in detail a great service would be rendered; a great service would be rendered if the technique were also shown in detail.—Editor

Of Interest to Buyers

LITURGICAL TABLETS

A novel series of writing tablets known as the Liturgical Series is provided with lithograph covers depicting the vestments worn by the priest at Mass, the altar boy's cassock and surplice, the chalice, the chalice veil, the altar cards, and the missal stand. These are arranged to be cut out and assembled by the pupils. The tablets are sold at wholesale prices to schools by the publishers, The Dobson-Evans Co., Columbus, Ohio, and Detroit, Mich.

NEW COMPOSITION BLACKBOARD

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CATALOG OF ROSALIA UNIFORMS

J. A. and R. E. Solmes, of St. Paul, Minn., has an attractive catalog illustrating their Rosalia brand of school uniforms. Sixteen separate sheets, each giving a clear illustration of the style and appearance of one of the uniforms or accessories, are inclosed in a handy 9 by 4-inch folder. The illustrations are of uniforms of various styles for grade- and high-school girls. They are made to measure from selected materials.

A WORLD-COURT MAP

History teachers will be interested in a new colored map illustrating the achievements of the Permanent Court of International Justice. The map, 22 by 34 inches, is published by the educational committee of the League of Nations Association, Massachusetts Branch, 40 Mt. Vernon St., Boston. The price is 15 cents. Copies may also be ordered from the National World Court Committee, 18 East 41st St., New York City.

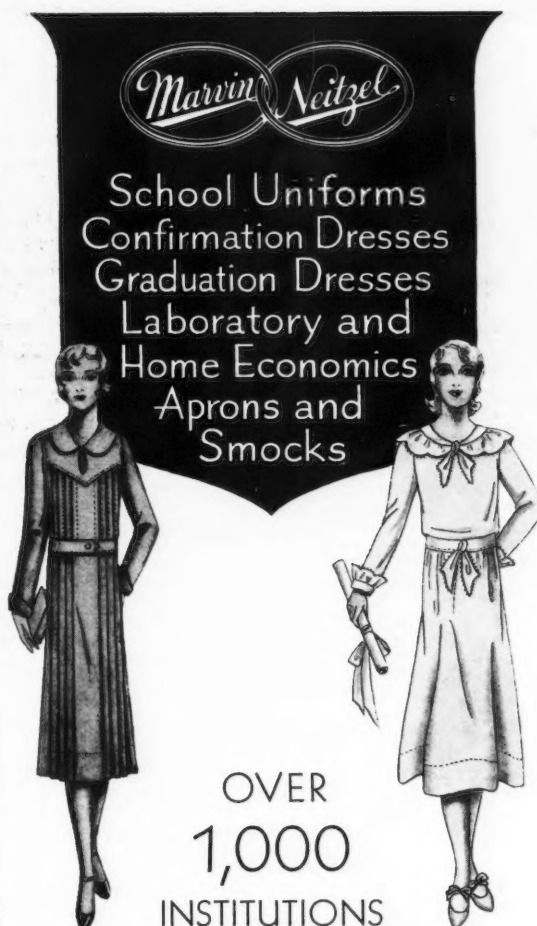
WASHINGTON IN CATHOLIC SCHOOLS

A concise manual commemorating the bicentennial of the birth of George Washington and relating some of the vital contributions made by Catholics to his work and times has been prepared by the department of education of the National Catholic Welfare Conference, 1312 Massachusetts Ave., N. W., Washington, D. C. This manual for Catholic schools, which has been prepared in compliance with the wish of the bishops of the United States, is designed as a valuable supplement to the material furnished to all schools by the United States George Washington Bicentennial Commission.

FREE FILM DIRECTORY

The fourth revised edition of the *Victor Directory of Film Sources* is announced by the Victor Animatograph Corporation, Davenport, Iowa. The *Directory* lists more than 250 sources of free loan subjects; and virtually all known production, sales, and rental sources. Among the additions to the editorial contents in the new edition are: What kinds of films do the churches want? What educators have learned about educational motion pictures; average purchase price and rental rates on all types of 16 mm. films; sound recording—methods and costs; etc.

(Concluded on page 23A)



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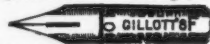
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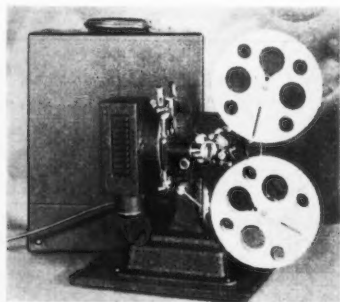
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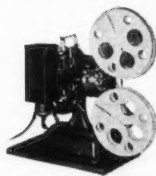
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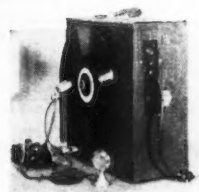
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A Handbook for Teacher-Librarians (paper, 52 pp., 65 cents), is for elementary-school librarians. In addition to a discussion of the librarian's duties, the book contains a list of 100 children's books that "the teacher-librarian should have read" and 500 books suggested for first purchase.

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Copies of these films may be borrowed by churches, schools, etc., from the Pittsburgh Experiment Station, U. S. Bureau of Mines, Pittsburgh, Pa. There is no charge except for transportation.

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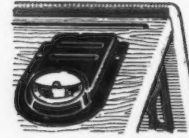
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PRESENT SOCIAL STUDIES

Teachers of the social sciences, or of any other specialty, are always interested in what other schools are doing in their particular field. C. E. Rothwell, of University High School, University of Oregon writing for *The High School*, gives the following detailed summary of his rather extensive discussion of "Trends in Social-Science Studies Instruction":

1. Curriculum reformers insist that only that which is useful to good citizens should be taught in high-school social studies. No one has yet demonstrated to the satisfaction of all what is useful and what is not.

2. An authentic set of objectives will be available for the first time when the report of the committee on history and other social studies of the American Historical Association is published, probably within two years.

3. We now view teaching outcomes in terms of specific bodies of information, skills, habits, and attitudes instead of generalizations.

4. Attempts to teach attitudes often bring about indoctrination and a disregard for truth or scientific-mindedness.

5. History offerings in high school have been compressed to make room for other social studies. Criticism has been directed at the resulting one-year course in world history because it offers too much factual information and too many new concepts for the immature minds of freshmen and sophomores. The Problems of American Democracy course does not as yet represent an adequate fusion of sociology, economics, and political science.

6. There is widespread experimentation with fusion courses. Several new subjects are bidding for places in the social-science curriculum.

7. Longer units of instruction, more supervised study, and "laboratory" classrooms are being adopted to cope more effectively with individual differences and improper study habits.

8. Rigid forms of the graduated assignment often fail to cope with individual differences. A better scheme is to study individuals and adjust work to them.

9. Socialization through discussion and plentiful illustration and fieldwork are vital to social studies instruction. More attention must be given to the reading program.

10. The Morisonian plan of teaching, characterized by units, or "significant divisions of learning," and by "teaching for mastery" is gaining wide acceptance. The exact nature of a "unit" is not clear. "Mastery," if too literally applied, may be psychologically unsound.

11. The trend is toward less formalism, more emphasis upon the needs of the pupil, and more pragmatism in teaching. Eventually we shall move toward a "case-study" approach or complete individualization of instruction.

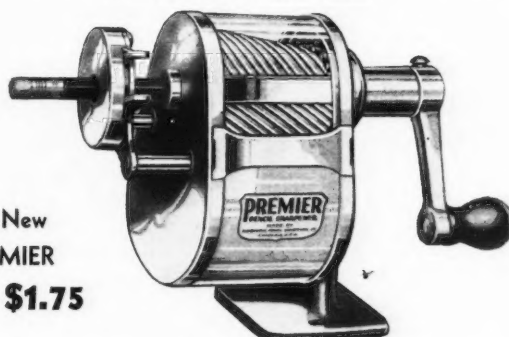
12. Lack of agreement on minimum essentials makes difficult the problem of measurement in the social studies. The controversial nature of this field will retard any agreement.

13. Objective tests have proved superior for measuring acquisition of information.

14. As yet, only well-phrased essay forms get at more important outcomes—mastery of principles, laws, workable abstractions, generalizations, habits, and skills. These can, however, be measured by objective forms and may be in time.

AN AID IN GEOGRAPHY

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Bruce Publishing Co., The.....	Practical Drawing Co.....11A
..... 20A, 26A	Queen's Work, The..... 4A
Compton & Company, F. E..2A, 3A	Reading Iron Company.....15A
Continental Car-Na-Var Corp...19A	Scott, Foresman & Company.... 1A
Dick Co., A. B.....2nd Cover	Solmes, J. A. & R. E.....10A
Directory of Schools and Colleges 6A	South-Western Publishing Co.... 4A
Eastman Teaching Films, Inc.... 6A	Standard Electric Time Co., The.12A
Gregg Publishing Company..... 9A	U. S. Gutta Percha Paint Co...24A
Heath & Company, D. C..... 5A	U. S. Inkwell Company.....24A
Heywood-Wakefield Co.....11A	Vallen Electrical Co., Inc.....23A
Holmes Projector Company..... 20A	Victor Animatograph Co.....23A
Johnson Service Co.....14A	Wagner, Inc., Joseph F..... 7A
Kewaunee Mfg. Company.....11A	Wilson Corporation, Jas. G.....16A
La Salle Bureau..... 5A	Zaner-Bloser Company..... 9A